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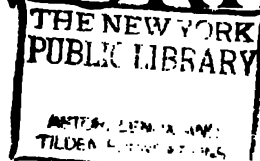
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Vol. I.

APRIL, 1906.

No. 1.

LIBRARY WORK



A BIBLIOGRAPHY AND DIGEST OF
CURRENT LIBRARY LITERATURE



The numbers as issued will include, in addition
to a bibliography of current library literature,
notes on library progress and items of interest to
librarians. Sent free to librarians, on request.



Published by
THE H. W. WILSON COMPANY
MINNEAPOLIS

Cumulative Reference Library

In connection with our CUMULATIVE REFERENCE LIBRARY we offer for sale the following:

CAPITAL PUNISHMENT

- Death Penalty, by J. M. Buckley, D. D. Reprinted from Vol. III of the Forum. O. unp. '01, pa.
Death Penalty, by Rev. George B. Cheever, D. D., Samuel Hand and Wendell Phillips. Reprinted from Vol. 133 of the North American Review. O. 534-555p. '01, pa.
Death Penalty, by George F. Shrady. Reprinted from Vol. II of the Arena, and Is Capital Punishment Justified? by Dr. E. B. McGilvray. Reprinted from Vol. 21 of the Review of Reviews. O. 513-520+2p. '01, pa.
Syllabus on Capital Punishment, by Waldron M. Jerome. O. 5+6-31p.

All the above will be sent to any address upon the receipt of 50 cents. Libraries will find them valuable as they will save a large amount of wear on magazines which are often consulted on this subject.

ELECTION OF SENATORS

- Syllabus, bibliography and reprints on the question, compiled by Waldron M. Jerome. D. 4-33p., pa. 25 cents.
Decline of the Senate. Reprinted from Vol. 55 of the Outlook. 10 cents.
Essential Reform. Reprinted from Vol. 58 of the Outlook. 10 cents.
House and the Election of Senators. Reprinted from Vol. 24 of the Arena. 20 cents.
Shall the Senate Rule the Republic? by H. Von Holst. Reprinted from Vol. 16 of the Forum. 20 cents.
United States Senate, by William E. Mason. Reprinted from Vol. 19 of Munsey's Magazine. 20 cents.

MUNICIPAL OWNERSHIP

- Advantages of public ownership and management of natural monopolies, by Richard T. Ely. Reprinted from the Cosmopolitan, March, 1901. 20 cents.
Boston's experience with municipal baths, by Jane A. Stewart. Reprinted from the American Journal of Sociology, Nov. 1901. 20 cents.
Control of municipal franchises. Reprinted from the Review of Reviews, June 1899. 10 cents.
Municipal ownership, by John Martin. Reprinted from the World's Work, June, 1901. 20c.
Municipal ownership and corrupt politics, by Henry C. Adams. Reprinted from the Outlook, March 22, 1902. 10 cents.
Municipal proprietorship, by Augustus L. Mason. Reprinted from the Arena, Jan. 1898. 20c.
Municipal trading, by Dixon Davines. Reprinted from the Engineering Magazine, April, 1903. 10 cents.
Natural monopolies and the workingman, by Richard T. Ely. Reprinted from the North American Review, March, 1894. 20 cents.
Public ownership conflicts. Reprinted from the Outlook, May 2, 1903. 10 cents.
Successful substitute for municipal ownership, by Alfred F. Potts. Reprinted from the Review of Reviews, Nov. 1899.

PRIMARY ELECTIONS

- Selected articles on direct primaries. (Reprints). O. vii+14p. cl. \$1. '05.

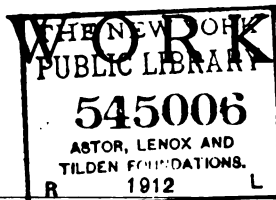
These reprints dealing with material upon both sides of the question of Direct Primaries, were prepared especially for the use of the Minnesota High School Debating League. Articles have been reprinted in whole or in part as the circumstances seemed to demand. Where a number of articles have dealt with the same material certain parts have been eliminated so as to avoid repetition. This has made it possible to put in compact and convenient form a large amount of valuable material. These reprints will be found especially valuable to students taking part in debates on the subject, or to clubs or individuals making a study of the subject. Librarians will find the book most useful since it will furnish as much information on the subject as will ordinarily be called for, and will make available a large amount of valuable material that comparatively few libraries have.

For additional material on above and for articles on other subjects apply to our Cumulative Reference Library

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LIBRARY



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APRIL, 1906

No. 1

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27 East 21st St.

It is not the purpose of **LIBRARY WORK** to enter into competition with any of the existing library periodicals, nor to cover a field already so well covered by them. **LIBRARY WORK** is published as a means of bringing the work of The H. W. Wilson Company to the attention of libraries. It is our purpose to put into each number material that librarians will find of value, and worthy of preservation. There seems to be need for a bibliography of library science and we shall endeavor to meet that need. At present the bibliography will be confined to current literature on that subject. The bibliography given in this issue is by no means an exhaustive one for the year 1905 but from it an idea of the plan and scope of the work may readily be conceived.

A comparison of the **READERS' GUIDE TO PERIODICAL LITERATURE** for March with the *Library Index to Periodicals and Current Events* shows many points in favor of the **READERS' GUIDE**. It was mailed March 19th and contains 133 pages of references. The *Library Index* was mailed about March 28th and contains sixty-four pages of references. The **READERS' GUIDE** is printed in nonpareil type the *Library Index* in brevier. The **GUIDE** gives its subscribers two and one-third times as many entries as the *Index*. Counting the cross references the **GUIDE** gives two and a half times as much information as the *Index*. The cross references are a very essential feature in an index for by their use one is guided directly to the material sought for and so is saved a long hunt under several different headings. Also the cross references put before the user the allied subjects which in the majority of cases might not be thought of.

Most libraries which have the current trade lists, the **MONTHLY CUMULATIVE BOOK INDEX** or the *Publishers' Weekly* reserve them exclusively for library use. These things should be well advertised in the newspapers and library bulletins, that professional people in town, and the students, may know that the library has some record which will enable them to find what new books are being published in which they are particularly interested. Such publications ought to serve the whole community. The dentist may be interested in keeping up with new books in his profession. The teachers will certainly find them useful. It is true that their professional periodicals will give most new books, but this systematic record will help many who are not librarians.—*Wisconsin Library Bulletin, July, 1905.*

The **UNITED STATES CATALOG** is to have a new supplement covering the years from 1902 to 1905 inclusive. It will be chiefly a compilation of the volumes of the **CUMULATIVE BOOK INDEX** for these years but will contain besides many books which have not yet been listed in any trade catalog and many which have been listed before 1902 but with different prices or publishers. These books, old and new, will, of course, be arranged in one alphabet under author, title and subjects. No curtailment will be made in the length of the entries or of the descriptive and bibliographical notes notwithstanding the large amount of material to be printed. The volume will almost equal the **UNITED STATES CATALOG** in bulk. Librarians will find the **Library of Congress** order numbers a useful feature.

The **READERS' GUIDE TO PERIODICAL LITERATURE** has added the following to the list of periodicals it indexes: *American historical review, Bibliotheca Sacra, Country life in America, Eclectic magazine, Edinburgh review, Nature, Quarterly review, and Sunset*. These magazines are indexed from the beginning of 1906.

The H. W. Wilson Company's New Publishing Plant

When the CUMULATIVE BOOK INDEX was projected it was not proposed to build up a bibliographical publishing business, but only to provide a short title index to books of the year giving information of price and publisher. Figures seemed to show that we could publish such an index if we could get five hundred subscribers a year at the modest subscription price asked for.

The compilation was done evenings in the smallest room in "Honey-moon Flats" by the publisher assisted by his enthusiastic wife. The same force read proof, combined old and new lines of metal for each cumulated issue, kept the books, did the correspondence, etc. for this new business—a work which now takes the time of from twelve to twenty people.

The first evolutionary step was the employment of a real editor to do nothing else but prepare copy and read proof. At the same time the typographical style was changed and the features, subject index and full author entry were added.

The end of the first year found us with a small list of enthusiastic subscribers and plans so enlarged and improved as not to be recognized as the original cumulative plan.

Succeeding years saw always some advance; 1900 the first edition of



OUR NEW HOME

the UNITED STATES CATALOG; 1901 the beginning of the READERS' GUIDE TO PERIODICAL LITERATURE; 1902-1903 the second edition of the UNITED STATES CATALOG and the purchase of the *Cumulative Index to Periodicals* which was consolidated with the READERS' GUIDE; 1905 the completion of the first five yearly volume of the READERS' GUIDE TO PERIODICAL LITERATURE and the commencement of the BOOK REVIEW DIGEST; 1906 our entire business of publishing, printing and book-selling in one new fireproof building, and the

beginning of the Cumulative Reference Library.

Reinforced concrete has come into prominence in the last few years and promises to become soon the standard construction. It is safer in case of fire, than steel and has many other advantages and



EDITORIAL OFFICE

apparently no disadvantages. The store floor is estimated to carry a load of 1000 pounds to the square foot without failure. Two concrete



EDITORIAL OFFICE

trusses with a span of sixty feet support the roof over a hall on the second floor.

The main floor of this building is devoted to the store, editorial offices, and business offices of the publishing department. The basement is occupied by the Index Press which is our manufacturing department. All type-setting, printing and binding are done in the building. We can now advertise to do all of the work from the paper mill to you.

The CUMULATIVE REFERENCE LIBRARY is the latest venture undertaken by the H. W. Wilson Company. Libraries and their patrons have long felt the need of just such an enterprise as this. Indexes to periodicals and various bibliographies refer to articles in magazines, files of which are not found in smaller libraries. Club workers have

been hampered in their work because of lack of material in local libraries. Many people live at a distance from any institution that can supply them with articles they greatly desire, and not only that but they have no bibliographical tools at hand to tell them what material has been printed on the subject they are desirous of investigating. Where there is a demand there should be a supply. Libraries are doing all in their power to help seekers after information. They freely send out books, in some cases to the remoter parts of the county in which they are situated, but it is not possible, even if they have them on file, to let their periodicals circulate, unless it be with few exceptions. A lending reference library, especially for articles appearing in periodicals, would supply a demand, and such a library is now conducted by The H. W. Wil-



BUSINESS OFFICE—PUBLISHING DEPARTMENT

son Company. If a specific article is desired it is sent, if it is to be found in the files which are constantly growing larger. If one desires the selection of material made for them that is done. As the department develops it will be able to supply not only magazine articles but other material from pamphlets and newspapers, thus enlarging its scope and increasing its usefulness, and rendering it a valuable aid to libraries, to high schools in smaller towns, to clubs, in fact to all who will avail themselves of its resources,



THE RETAIL BOOK STORE

Recent Library Progress

More thought and energy have been directed toward the subject of library extension during the past year than ever before. A noticeable symposium bearing on the subject was published in the August, 1905, issue of the Library journal. A marked tendency is manifested to make the resources of the library more and more available, and to diminish the restrictions imposed upon patrons. Borrower's cards are easier to obtain, many libraries not requiring the signature of a guarantor. Other libraries that still ask for such a signature do not hold the guarantor responsible for losses incurred through the guarantee.

Work with the public schools has assumed a growing importance. Books are sent to the schools, talks are given to the children on the use of reference books, of the catalog, and of the library in general. The story hour brings hundreds of children to libraries, a majority of whom might not otherwise appear there. Thereafter they are the staunch friends of the library.

Books are sent to homes where there are children, especially among the poorer classes. An effort is made to get in touch with incorrigible boys. Small libraries of value to employees are sent to manufacturing establishments. All sorts of organizations and clubs are urged to make use of the library resources. Books are sent to them and bibliographies are made for them.

A noticeable feature is the extension of the field of borrowers from cities or villages to townships and counties. This privilege has been liberally made use of where it has been granted.

If the extension of education makes for better citizenship, municipalities, states and countries do well to foster their libraries, and increase their means of usefulness, and they have not been averse of late years to recognizing their duty in this matter. In 1890 the first state library commission was established. Now more than half of the states have commissions rendering invaluable service to library interests. Through them traveling libraries are reaching the remotest districts, otherwise not accessible to library influences. Mr. Carnegie, by his liberal donations for buildings has done much to promote the cause.

Recently the legislative librarian has become a powerful factor in one or two states

and many more are thinking of establishing such a service for their own legislators. The last legislature that met in Wisconsin voted a larger appropriation than was asked for in only one instance, in the case of the legislative reference department.

The legitimate result of such progress in all lines is the demand for librarians and assistants who are trained for their work. Too often in small places the librarian has been selected because she is a worthy person who needs to do something to help meet her expenses. Indeed in many small towns the salaries given are so small that trained help is out of the question. It is right here that the library commission steps in with its summer schools and institutes, and so has arisen the great increase in instructional advantages in library methods in the last two years.

Leather for Bindings

Messrs. Edward and James Richardson, of Elswick leather works, Newcastle-on-Tyne, say, in a brochure on binding, that the chief skins used are sheep, oxen, calf, goat, and pig.

"Sheepskins are cheap, and, when properly prepared and not subject to hard wear, last well on a book, but, being naturally of a soft, weak nature are very easily scratched.

'Persian' leather is sheep and goat skin tanned in India, and, though strong at first, has little durability.

Calf makes a lovely binding, but is not very durable.

Ox-hide has to be 'so much reduced in substance to fit it for binding books' that much of its strength is lost.

Goats which produce 'morocco' leather are of several kinds; of these, we are told, the finest is the Cape of Good Hope goat-skin, known when finished as 'Levant Cape goat.' This leather, which has a bold natural grain, 'is perhaps the most beautiful procurable for bookbinding,' and if properly prepared it has great durability.

Pigskin, also called hogskin, is durable but stiff, and better suited for large books."

They also use Greenland seal which "in the opinion of the very highest authorities on bookbinding cannot be rivalled for beauty and durability.

It is strong, supple, and possesses a tough grain which does not peel or crack, and is

capable of resisting hard rubbing wear. The skin has the peculiar property—which is, we think, confined to sealskin—that it has no soft flanky or belly parts, but is the same texture all over. This renders it very economical in use, with little waste, as all the marginal cuttings can be used for small work.

The price of this sealskin ranges from that suited to high-class work down to an extremely cheap leather for commercial bindings, and, judging from the samples we have seen, there is certain to be a large demand for it.—Publishers' Circular, May 6, 1905.

The West Publishing Company are offering buckram as well as sheepskin bindings for law book covers. The fact that the West Company does this shows the general demand for more serviceable bindings regardless of the prejudice in favor of the old established sheep bindings.

This is not a story of the boy to whom we gave verbal instructions to find for us a copy of the "Journal of the de la Goncourts" and who after a long period of absence returned regarding us with a look of suspicion and protesting vehemently that no one knew anything of the book for which we asked. When questioned as to whether he had been accurate in the matter of title, he retorted: "Why sure! The Journals of the Donkeys." This is another story and another boy. His share of the day's work is confined largely to the sorting of the exchanges. There was a sudden need of information of a medical nature and the boy was sent for and asked if any medical periodicals came in. At first he shook his head. Then after a moment's thought a light broke over his face. "Yes," he said, "there was one medical publication. It was called 'The Literary Digest.'"—Bookman.

Prayer Didn't Help.—A clever woman asked an English bookseller for a volume of Robert Browning's works. "I haven't got it, madam," replied the bookseller. "I make it a rule never to stock any books I can't understand, and I can't make head or tail of Mr. Browning. Can you?" Scarcely knowing whether to be amused or annoyed, but prepared to take another volume, the lady said, "Have you Praed, then?" "Yes, madam," quoth the bookseller, "I have prayed and that don't help me."

A rolling gait gathers remorse.

One swallow does not make the world go round.

Let us eat, drink and be married, for tomorrow we dye.

—From "Folly for the Wise," by Carolyn Wells.

"I want 'Yesterday a man,'" said a university student to the attendant at the reference desk. After some questioning it was discovered that the student was in a class that was studying John Fiske's works. The "Destiny of man" was brought out and fulfilled all requirements.

So many local magazines have been doomed to early graves that one is forcibly reminded of the epitaph on a baby—

"If thus early I am done for
What on earth was I begun for."
—Library World.

Recently a teacher wrote the word "dogma," on the blackboard and then asked the pupils to compose sentences containing the word. Among those written was the following: "Our dogma has three pups."

The Book Agent: Here is a book you can't afford to be without.

Victim—I never read books.

Agent—Buy it for your children.

Victim—I have no family—only a cat.

Agent—Well, don't you need a good heavy book to throw at the cat sometimes?
—Cleveland Leader.

It was in a bookstore that a young man inquired for the "Apocalypse of the ocean," He was fitted out with Byron's "Apostrophe to the ocean."

Handicapped.—"Is it a good cookery book?" "Good? Why, madam, they're talking of getting it dramatized."—Ally Sloper's Half Holiday.

If you haven't anything to do, you can at least refrain from visiting the fellow who has.

Mr. Rockefeller—"Have you any reading matter that isn't about me?"

—Chicago Tribune.

Never put off till tomorrow what you can wear tonight.

As Others See Us

"I ought to tell you that I think your new Books in Print, 1902, is the best thing of its kind we have ever had in this library. I have used it several times to-day, and always with much gratitude to you for your labor and your thoroughness. I dare say that there are many things missed in it, as it is human, but it is the best thing we have ever had, and you have exceeded expectations. I am surprised and I am very grateful—grateful as only a very busy person can be for help and methods of time saving."—*Joseph F. Daniels, Librarian, State Agricultural College, Fort Collins, Colo.*

"We are using the Readers' Guide to Periodical Literature and find it a great help in our work. Since the consolidation of the Cumulative Index and the Readers' Guide, its value has more than doubled."—*F. B. Graves, Librarian, Alameda (Cal.), Free Public Library.*

"The University of Illinois library has subscribed to the Readers' Guide since its first number was issued and regards it as a necessary tool in the reference and reading room."—*Frances Simpson, reference librarian, University of Illinois.*

"I can only say that the Readers' Guide is used a very great deal and that the Cumulative Book Index is used by all who need such a book. We could not do without either publication."—*S. Janette Reynolds, Librarian, State Normal School, Brockport, N. Y.*

"In renewing this subscription, we take the opportunity of expressing our appreciation of this catalog, Cumulative Book Index, and to add that we find it quite the most useful publication that we receive. We congratulate you on the splendid work which you have done for booksellers and librarians the world over in producing such a complete and efficient index."—*Wm. Tyrrell & Co., Toronto, Can.*

"It gives me much pleasure to enclose my draft for invoice of United States Catalog and Cumulative Book Index. You are to be highly complimented on producing such invaluable aids to the trade in general as you have in the two publications named. I am delighted with them both, and have made a number of sales directly traceable to their possession."—*C. G. Wiant, Marion, Ohio.*

"About 3 years ago we bought the United States Catalog, containing more than 2100 pages, from you, and have received more genuine comfort from it than any book of reference we have ever owned. Have you the same book now with books in print 1905? We are inquiring about a book of same features—same make, build, design, purpose, etc., as the old book, *nothing else will do.*"—*Baptist Book Store, W. O. Allen, Manager, Raleigh, N. C.*

"I want to give you stronger testimony than the attached. I have sold hundreds of dollars worth of books by reason of having your Cumulative Index. If a book is in print I can find it there. Tell this to the unfortunate bookman who has not seen it. You can use this."—*C. H. Barr Book Shop, Lancaster, Pa.*

Bibliography and Digest of Current Library Literature

This bibliography will include important articles in library periodicals printed in English, also articles of interest to librarians in other periodicals and in library bulletins. Books and pamphlets on library science will be noted. Entries will be made under subjects only, not under authors, and when desirable excerpts or a summary will be given. An effort will be made to make the bibliography as complete as possible within the limits specified above. Eventually all material will be cumulated in one alphabet. This cumulation will, it is hoped, form a handy reference book on library science.

January to December, 1905

Abbreviations.

Abbreviations used in book catalogs. M. Medlicott. pa. 15c. '06. Boston bk. co.
Contains a list of English, French, Italian, and German abbreviations.

Accounts.

Hints on library accounts. G: H. Eustis. Pub. Lib. 10: 7-8. Ja. '05.

Administration.

Essentials and non-essentials in library work. J. Lichtenstein. Lib. J. 30: 399-403. Jl. '05.

Simplification in library practice is gaining ground. One large library has combined the order and accession record on the order card which is filed away by accession number after the receipt of the book. Catalogs often contain non-essentials as date of birth and death for authors which are sometimes mistaken for book numbers. Books do not need elaborate stamping and marking. The shelf number may be lettered directly on the book. A guarantor's signature is not an essential. Open shelves save time and are more satisfactory.

Essentials in library administration. L. E. Stearns. 103p. pa. 15c. '05. A. L. A.

Library administration on an income of from \$1000 to \$5000 a year; essentials and non-essentials. S: H. Ranck. Lib. J. 30: C58-63. S. '05; Same. Pub. Lib. 10: 397-401. O. '05.

"The governing board of the library . . . and the librarian should have a full understanding of the functions of each, for both have very definite duties to perform in the administration of a library. . . . The board should determine the general policy of the library and its administration, regulate the scale of expenditures, salaries, etc. . . . The librarian should be the executive officer of the board, and as such be responsible to them for the execution of the plans and purposes of the library. . . . It is essential that adequate rec-

ords and accounts be kept of all money received and expended, so that an intelligent report of one's stewardship can be given at any time.

The foremost essential in the administration of a small library . . . [is] a librarian with training and experience. . . . [Then] the right books will be bought and guided intelligently and sympathetically into the hands of the people who really need them; every part of the work will be characterized by economy, accuracy, and efficiency—economy in the matter of binding, the purchase of books and supplies, the use of materials and in methods of work; accuracy in all the details of cataloging and record; and efficiency in making the library a real vital force in every phase of the life of the community."

Library administration on an income of from \$1000 to \$5000 a year: economics in plans and methods. M. W. Freeman. Lib. J. 30: C64-8. S. '05; Same. Pub. Lib. 10: 394-7. O. '05.

The first requisite in any plan for economical expenditure is a trained librarian, then one or more apprentices to be trained for assistants. Other requisites are: open shelves, doing away with call slips, simplicity in the matter of records and catalogs, dispensing with labels and call numbers for fiction and securing a competent janitor. It is in the purchase, binding and rebinding of books and periodicals that the largest saving may probably be made. "For the smaller libraries at least, a tentative division of not more than one-fifth of the income for books, and say two-fifths each for salaries and maintenance, seems about what our actual experiences makes possible."

Library administration on from \$1000 to \$5000 a year: discussion. Lib. J. 30: C177 8. S. '05.

Library politics. J: Ballinger. Lib. Assn. Rec. 7: 482-93. O. '05.

Internal reforms are needed as to loaning books. It is not essential that only one book at a time should be loaned to one person or that he bring back the books at the end of

Administration—Continued.

two weeks. Maintenance charges absorb too large a proportion of the penny rate. The rate should be increased.

Report of the A. L. A. committee on library administration. W. R. Eastman, C. Marvin and H. C. Wellman. Lib. J. 30: C102-6. S. '05.

Advertising the library. See **Library advertising.**

Alaska.

Libraries. H. E. Beady. Lib. J. 30: C141-3. S. '05.

Alphabeting. See **Arrangement.**

American Library association.

Work and needs. Lib. J. 30: 858-60. N. '05.

Americana.

John Carter Brown library of Brown university. M. E. Clarke. Lib. J. 30: 69-72. F. '05.

Includes "books printed in and concerning the Americas prior to 1800. . . . [The] catalog, originally issued in 1865 with 302 titles of books printed before 1601, has grown into a set of four large volumes, containing 600 titles of books printed before 1601, 1636 of books between 1601 and 1701, and 4173 of books between 1701 and 1801. About half as many more titles have been added to the library since the printed volumes appeared. In addition to the Americana of earlier date than the year 1800, the library contains a considerable number of nineteenth century books dealing with the history of North and especially of South America. One of the best ways in which to show the breadth of the collection is to note some of the books and manuscripts, which the exhibition cases held at the time of the dedication. The Biblia pauperum, drawn for those who could not read; the Bay Psalm book of 1640, one of the first products of the Cambridge (Massachusetts) press; History of Holy Jesus, 1749, one of the 'Chap books'; Waldseüller's Cosmographia, 1507, in which for the first time the name of America was suggested as fitting for the newly discovered continent; George Washington's letter to Nicholas Brown asking him to provide muskets for the war, and his neatly kept account book; a deed of land signed by Peregrine White, the first white person of English parentage born in America, will be sufficient to show how large a field must be covered by a library which is worthy to bear the name Americana. . . . The library will become, year by year, a more complete field of research for the scholar who is searching after the most intimate details of the beginnings of American civilization."

Annotation.

Methods and examples. W. C. B. Sayers and J. D. Stewart. Lib. World. 8: 36-9, 91-4. Ag., O. '05.

"Annotation deals with matters of fact, not with matters of opinion. . . . Criticism, either direct or implied, is inadmissible. . . . Annotation is meant to lay before the enquirer the character and scope of the book. Everything included in the note should therefore, be to that end, and all extraneous matter rigorously excluded."

Practical work of annotation. E. A. Savage. Lib. World. 7: 313-21. Je. '05.

If the labor of annotating is properly divided much of the work can be done by juniors and seniors. The junior will look up data, mainly to help the cataloger, and enter it in a cataloging process slip. The next step is for a senior to enter on a card points about the author's qualifications, subject, point of view or aim, edition, locale, principal characters, appendices, imprint, sequels, index, comparison, period, previous publications, basis. The libra-

rian then revises the slips. By working thus a junior and a senior can write notes for about twenty non-fiction books per hour.

Arrangement.

Arrangement of entries in catalogs. A. B. Kroeger. Lib. J. 30: 146-7. Mr. '05; Same. Pub. Lib. 10: 18-9. Ja. '05.

Discussion of disputed points in arrangement, and comparison of general practice with Cutter's rules.

Art department.

Notes from the art section of a library, with hints on selection and buying. C. A. Cutter. D. 22p. 5c. '05. A. L. A.

Prints made useful. F. Weitenkamp. Lib. J. 30: 920-1. D. '05.

"The first and main object of a collection of prints is to provide opportunity for the study of the masterpieces of engraving, etching and lithography. . . . But the print . . . [also] has its strong subject interest, which . . . can be brought out by proper indexing."

Subject groups for illustrated works. W. M. Merrill. Pub. Lib. 10: 173-4. Ap. '05.

Art galleries.

Civic relations of libraries, museums and art galleries. Lib. J. 30: 22-3. Ap. '05.

Assistants. See **Librarians and assistants.**

Bequests. See **Gifts and bequests.**

Bibliography.

Bibliographic exchange. E. F. McPike. Lib. J. 30: 857-8. N. '05.

Bibliographical guides. W. D. Johnson. Pub. Lib. 10: 117-8. Mr. '05.

Bibliography and cataloging: some affinities and contrasts. F. L. Tolman. Pub. Lib. 10: 119-22. Mr. '05.

Bibliography is ideal cataloging, though it is always particularized, more special than the catalog. It is intended to meet special needs, particular questions.

Bibliography in America. W. C. Lane. Dial. 38: 76-8. F. 1; Same. Pub. Lib. 10: 111-3. Mr. '05.

Co-operation in bibliographical research. E. F. McPike. Dial. 38: 226. Ap. 1, '05.

List of bibliographies contained in United States public documents from June, 1903, to May, 1904. Lib. J. 30: 287-8. My. '05.

Need of an American bibliographical institute. Pub. Lib. 10: 24-5. Ja. '05.

Notes on the bibliography of library economy. A. G. S. Josephson. Pub. Lib. 10: 122-3. Mr. '05.

Plea for an international catalog of technological literature. F. J. Teggart. Pub. Lib. 10: 123-5. Mr. '05.

Serial bibliography of bibliographies. Pub. Lib. 10: 123-5. Mr. '05.

Service of Henry Bradshaw to bibliography at Cambridge. Lib. World. 8: 60-4. S. '05; Same. Lib. Assn. Rec. 7: 392-403, 473-81. Ag.-O. '05.

Binding and repairing.

Better bookbinding for libraries. H: E. Bliss. Lib. J. 30: 849-57. N. '05.

"Books usually break in one of three ways: 1. the joint or hinge parts . . . [and] the cover pulls away . . . 2. leaves or sheets are loosened, [and] torn away . . . 3. hollow backs come off, and . . . the boards separate." hollow backs continue in vogue for the sake of the gilding. Tight-back bindings are the most permanent for books in constant use. Excess of glue causes the inflexible back to break and often forces a section out. For permanent use binding on sheet stock is most economical. Sewing two sheets on is a cheat when there are less than four bands. When a book is dilapidated overcasting or whipstitching is necessary. Large illustrated books should be overcasted into sections before they are sewed into book form." "In leather and duck bindings the bands should always be fastened into the boards—laced in."

Tape bands should be inserted into split or double boards and glued. . . . The joint should be strengthened by a hinge of silesia or muslin." For a strong joint Mr. Chivers uses "Three strips of linen, one pasted on the top of the end sheet, the second reinforcing the end-paper, the third, the hinge proper." Persian goat skin, buck, and modern sheepskin are not durable leathers. Cloth is better than parchment for corners. Full specifications should be given to binders.

Binding and repairing at Worcester county law library. Lib. J. 30: 933. D. '05.

A small plant was installed and repairing was done at an average of 50 cents per volume, binding at 65 cents per volume. Processes gone through in repairing are given.

Bookbinding exhibit at Springfield, Mass. Pub. Lib. 10: 359-60. Jl. '05.

"The exhibit illustrated the successive stages through which a book must pass in the process of binding . . . the different methods for binding . . . [and] some of the materials used by binders . . . such as tools for lettering, different kinds of glue, strings, tape, headbands, gold lifter, and cloths, besides a large collection of end papers, some of which are William Morris designs."

Bookbinding for bibliophiles. F. W. Batthershall. \$2.50; \$5. Literary collector press, Greenwich, Conn.

Technical features of the well bound book for the aid of connoisseurs, with a sketch of gold tooling, ancient and modern.

Description of binding exhibition at Newark, N. J. G. Ashley. Pub. Lib. 10: 357-9. Jl. '05.

Formulas for bookbinders. L: H. Kinder. 115p. \$25. '05. Roycroft.

Information about bookbinding. Pub. Lib. 10: 177. Ap. '05.

Practical bookbinding. P. Adam. 192p. *\$2.50. '04. Van Nostrand.

Preparing new books and restoring old. F. H. Leighton. Pub. Lib. 10: 223-4. My. '05.

Labels on the back of books are dispensed with and light-colored books are marked with Higgins' water-proof ink on the book itself. Dark-colored ones are marked with white lettering by using a fine camel's-hair brush. "Soiled books are, first of all, relieved of their disfiguring labels by the usual process of soaking off with small pieces of refuse blotting paper. Using a common dish mop, the book is subjected to a thorough scrubbing in water in which is put a small quantity of ammonia, perhaps one-half teaspoonful to a quart or more of wa-

ter. . . . The books are then placed upright in a sunny window or near a register to dry. . . . In our library we varnish all fiction, juveniles, and light-colored books generally. Our binder uses a light linen or buckram which takes the black lettering readily and the books are varnished thoroughly before going to the shelves."

Value of a bindery in a small library.

H. F. Marx. Lib. J. 30: 796-7. O. '05.

The Easton (Pa.) public library has installed its own bindery at a total cost of \$177.30, and finds "the time saved by discarding makeshift and temporary methods of repairing for more thorough and professional methods can be utilized by binding the back numbers of the magazines." During fourteen months 2544 volumes have been repaired at a total cost of .017 cents a volume, not counting the time required to do it. 298 books have been reserved and rebound at a cost of four cents a volume. The local binder's charge would have been 35 cents a volume. "The experiment has demonstrated that a bindery lessens the running expenses of a library, lengthens the life of its books, and withdraws them a shorter time from circulation. No additional assistants need be hired to operate it. No more hours than before need be devoted to the repair work; the cost of installing the plant is slight—it will pay for itself in less than two years; and the assistants can be gradually trained by sorting the books to be repaired so as to give them graded work illustrative of each lesson until at the end of six months they will be able to do all the ordinary binding of the library."

Blind.

Books and libraries for the blind. R. C. Moon. Lib. J. 30: 269-74. My. '05.

A history of the development of making books for the blind, of schools for teaching the blind to read, and of the placing of books for the blind in public libraries.

Braille library at Oxford. J. L. Dongan. Lib. J. 30: 283-4. My. '05.

Card catalogs for blind readers. A. E. Bostwick. Lib. J. 30: 475. Ag. '05.

Book buying.

Book purchasing for small libraries. W. P. Cutter. Lib. J. 30: 18-20. Ja. '05.

"The method of publishing by subscription depends for its success on the ignorance of the buyer. . . . Don't buy any subscription books from travelling agents. Don't buy them while they are being published. . . . Get some English dealers to send you their catalogs. Buy your standard authors in the good old-fashioned honest editions of the early part of the last century. . . . Don't buy expensive art books when they are published."

Bulletins of the A. L. A. committee on bookbuying. Lib. J. 30: 151. Mr. '05.

Report of A. L. A. committee. Lib. J. 30: C144-6. S. '05; Same. Pub. Lib. 10: 408-9. O. '05.

Book prices.

Net book prices from the library standpoint. Pub. Lib. 10: 292-4. Je. '05.

Book reviewing.

Practical side of book reviewing. Pub. Lib. 10: 291-2. Je. '05.

Book selection.

See also Reference books.

Aids; Bulletin of A. L. A. committee on book buying. Lib. J. 30: 479-82. Ag. '05; Excerpt. Pub. Lib. 10: 362-3. Jl. '05.

Book selection —Continued.

Book selection and buying. Mrs. K. M. Jacobson. Lib. Notes, No. 5:5-7. D. '05.

"No method seems more advantageous than the buying list corresponding to a card catalogue made by mounting annotated clippings, and adding to these the opinions of the librarian or members of the book-committee who have personally examined the books. . . . The librarian [should] watch the journals, the various bulletins and lists; check here and there the notices, preparatory to mounting, of such books as she knows are necessary to balance this class in her library, or to supplement that; to replace an out-of-date or worn-out volume."

Book selection from the branch librarian's standpoint. S. Jacobsen. Pub. Lib. 10:515-6. D. '05.

"When one knows the make-up of an edition, one naturally chooses the simple, unpretentious, substantial one that can better stand the wear and tear of the public library use than the light-colored fancy edition; and in large works of history or science, a volume with a good index is of triple value, compared to one without it."

Current aids to book selection. B. Winsor. Pub. Lib. 10:263-7. Je. '05.

Current year's best books in sociology for a small library. G. Miller. Pub. Lib. 10:11-4. Ja. '05.

General principles of book selection. M. B. Lindsay. Pub. Lib. 10:267-71. Je. '05.

"The point of view of the reader must be kept constantly in mind . . . [but] immediate demand is not the only important [consideration]. . . . The more serious needs of the public must be anticipated. . . . Certain standard periodicals [though not generally read are] . . . useful as reference books."

In scientific literature, keep up a good supply of periodicals of popular but authoritative nature. . . . The subscription price of a good technical magazine is not more than that of the average scientific book and it has the advantage of being up to date, as well as containing contributions from the best authorities on the subject. . . . General readers

should be kept in mind rather than the very few who want the purely technical literature.

Where choice must be made, choose the condensed rather than the exhaustive work—the general treatise rather than that covering any special phase or period of the subject, always cautious, however, as to the authoritative value of the work. In the matter of history the books covering our own state and our own town should be generously supplied. . . . In general . . . avoid subscription books. . . .

Let us have novels, and let us have them in abundance, but let us guard very carefully the standard set for those to be placed before our readers. [Mrs. Fairchild says:] Select books which tend toward development and enrichment of life. In deciding whether to buy a given book for a given library, ask the question: Is there anything in this book to have a good effect on the life of the community? Is there anything in this book of service and pleasure to any man, woman or child in this community?"

Principles governing the choice of religious and theological books for public libraries. G. F. Bowerman. Lib. J. 30:137-40. Mr. '05.

"The standpoint of the public library in judging of any books, even religious books, is not primarily religious but literary and educational. . . . The public library is not irreligious or even non-religious . . . but it is simply lacking in religious color. . . . The library . . . is rightly interested in religion and calls upon it for religious books are just as deserving of consideration as calls for poetry, for fiction, for philosophy, for

fine arts, etc. . . . Its shelves must fairly represent, in addition to the broad field of religious literature devoid of sectarian bias, many different and often antagonistic beliefs, according to the demand of readers. . . . In the selection of reference works a broadly inclusive policy should be followed. All the leading works on religion and religions should be purchased, from those on the earliest pagan religions to those on the leading Christian and non-Christian religions of the present day. Encyclopædias, dictionaries, commentaries, concordances, and bibliographies, those of earlier publication so far as they are still of value, and those of recent date, the most conservative and the most liberal, should all find a place in the public library. Such works may well be included as M'Clintock and Strong's Cyclopædia of religious literature; the series of dictionaries by the late William Smith and his associates; Hastings' Dictionary of the Bible, based on recent conservative criticism; and the Encyclopædia Biblica, setting forth the most advanced criticism of the day; Lange's Commentaries, representing the old, and the new International critical commentary, representing the latest biblical criticism; Cruden's, Strong's and Young's concordances; the new edition of Bliss's Cyclopædia of missions, Julian's Dictionary of hymnology, Brewer's Dictionary of miracles, Schaft's Creed for Christendom, and Brewster's new work on the Saints and festivals of the Christian church, as well as the Jewish encyclopedia and Hughes' Dictionary of Islam. A liberal selection from the various sectarian encyclopædias and the religious year books, almanacs, and directories, published by various denominations should also be purchased, even those of denominations having few adherents, if there is any demand for them. . . . In addition to these, the more important Sunday-school lesson helps, which are almost always much used, should form a part of the reference collection. The Bible, in the King James and revised versions, the Douay Bible, and a polyglot edition should also find a place in the reference department. With regard to periodicals, the public library may properly be a subscriber to a leading journal of each denomination which possesses any considerable number of adherents in the community. . . . As a matter of policy, in order to assure every citizen of the absolute impartiality of the library, it is well to secure for the library a representative collection of the literature, especially on its historical side, of each denomination having a number of adherents in the community. . . . It is best if possible [in so-called religious fiction] to eliminate the religious question, altogether and to judge each novel as if it had no religious motive. . . . Religious historical fiction of a fairly high literary standard is always a valuable part of the library. . . . The religious books that may properly be found in the children's room of the public library are those of a very general religious character, such as Bible stories told in a simple way, lives of Christ arranged for children, and that great favorite of nearly all children—Pilgrim's Progress."

Recent library aids. Pub. Lib. 10:296-9. Je. '05.

Trustees and library appropriations. E. W. Gaillard. Lib. J. 30:403-4. Jl. '05.

It would seem reasonable to suppose that greater attention paid to the literature of commerce and of arts and crafts would result in a wider appreciation and usefulness of the library. . . . Even trade and technical magazines have been overlooked to a great extent.

Bookbinding. See **Binding and repairing.**

Booklover's library.

Visit to the Booklover's. G. Ashley. Pub. Lib. 10:8-10. Ja. '05.

Books.

Training of students in the use of books.

H. R. Mead. Lib. J. 30:C82-4. S. '05.
Outline given for a course of lectures.

Braille. See **Blind.**

British Columbia.

Libraries in the British northwest. E. O. S. Sholegield. Lib. J. 30: C14-6. S. '05.

British museum.

Greatest library in the world. R. of Rs. 32:487-8. O. '05.

It began with 40,000 volumes in 1753. Now contains 2,500,000 books. In 1903 the additions were 27,370 books and pamphlets. Its collection of early printed Bibles is unsurpassed.

Buildings.

Building of public libraries. Lib. World. 7: 235-6. Mr. '05.

The situation especially for smaller libraries should be central, accessible, quiet, and should have good light around it. The general plan should be simple, with the public rooms on one floor, to arrange for easy supervision by the attendants. The counters for the lending department should command the main entrance and as many of the other rooms as possible. The reference room should be in the quietest corner, and the juvenile department where the occupants will not disturb the older readers. All counter tops should be of hard polished wood, the floors rendered as noiseless as possible, and the walls should have glazed brick or tile dados in the public rooms and lobbies.

Carnegie building of Syracuse. Lib. J. 30: 479. Ag. '05.

Carnegie library of Pennsylvania state college. E. W. Runkle. Lib. J. 30: 219-20. Ap. '05.

Cedar Rapids free public library. H. A. Wood. Lib. J. 30: 931-2. D. '05.

Comfort and a library kitchen. Pub. Lib. 10: 237-8. My. '05.

Danforth memorial library building. Paterson, N. J. G. F. Winchester. Lib. J. 30: 409-11. Jl. '05.

Plans of John Crerar library. Lib. J. 30: C153-4. S. '05.

Ray memorial library, Franklin, Mass. M. S. Turner. il. New Eng. M. n.s. 32: 199-207. Ap. '05.

Utica public library building. Lib. J. 30: 803-4. O. '05.

Bulletins.

Library magazines: their preparation and production. W. C. B. Sayers and J. D. Stewart. Lib. World. 7: 229-32, 257-61, 285-90, 326-30; 8: 1-4, 36-9, 91-4. Mr.-Ag., O. '05.

An excellent method of keeping the advantages of the public library constantly before the public, and "attracting the likely reader's attention is the library magazine, index, guide, or bulletin, as it is variously called." "It supplies the best possible means of keeping the catalogue absolutely up to date, and offers facilities for descriptive cataloging unobtainable with a complete printed list. . . . Moreover, in a publication of this nature, cataloging methods can be brought nearer the ideal; a great fullness of bibliographical and explanatory detail can be obtained." The problems that a library would have to consider in issuing such a bulletin are: contents, style, finance, annotations and cataloging. Its contents must be confined to topics germane to the work of the library. It may properly announce lectures, debates, etc., adding lists of books dealing with their subjects. Bibliographical articles, notes on current library practice, alteration in rules, statistics of issue and accounts of donations have a legitimate place as well. No library with an income less than £1000 should attempt a bulletin. The av-

erage amount expended by municipal libraries for such a purpose is two per cent of the total income. Wherever possible the distribution should be gratuitous. The style should be in keeping with the institution and made suitable and attractive to the clientele of the library. Experience has shown that the most suitable size is a crown octavo with a type page about $3\frac{1}{4} \times 6\frac{1}{4}$ inches. The list of accessions must be cataloged according to some standard system and in a municipality having a central library and branches, the bulletin should use a union list which shows by a combination of letters in what branches the addition may be found.

Bulletins, Picture. See **Picture bulletins.**

California.

California as a place of residence for the scholar. M. G. Dodge. Lib. J. 30: 793-5. O. '05.

Libraries. C. S. Greene. Lib. J. 30: C138-9. S. '05.

Library situation in California. J. Lichtenstein. Pub. Lib. 10: 280-2. Je. '05.

Capitalization. See **Cataloging.**

Card catalogs. See **Catalogs.**

Carnegie libraries.

Carnegie's gifts to American libraries in 1904. Lib. J. 30: 20-3. Ja. '05.

Carnegie's library gifts. Lib. J. 30: 281-3. My. '05.

Gifts from 1881 to 1904. J. L. Harrison. Lib. J. 30: C110-20. S. '05.

List of libraries. World To-Day. 8: 134-5. F. '05.

Purpose of the Carnegie gifts. T. W. Koch. Lib. J. 30: C78-81. S. '05.

Remarkable system of Carnegie in the giving of libraries. J. I. Marcossou. map. World's Work. 9: 6092-7. Ap. '05.

Statistics. Cur. Lit. 38: 99-100. F. '05.

Catalog cards for sale.

Catalog cards for sale to borrowers. Lib. J. 30: 87. F. '05.

The Ryerson public library, Grand Rapids, Mich., announces that "Borrowers interested in any special subject may . . . purchase catalog cards for the books on that subject, and thus form for themselves a private card catalog of the library's resources." The cards are furnished at the cost of a cent per card plus the postage if they are mailed. "The library contains nearly a hundred titles on the subject of Furniture, for instance. By depositing a dollar, a set of these cards will be sent you at once, and as fast as new books on this subject are added, the cost of cards and postage will be deducted, until the dollar is used up."

Cataloging.

See also **Annotation**; **Classification**; **Indexing**.

Abridged Jast code of rules for classified cataloging. W. C. B. Sayers and J. D. Stewart. Lib. World. 7: 326-30; 8: 1-4. Je.-Jl. '05.

American library association rules—advance ed.; condensed rules for an author and title catalog. pa. '04. Lib. of Congress.

Bibliography and cataloging: some affinities and contrasts. F. L. Tolman. Pub. Lib. 10: 119-22. Mr. '05.

Cataloging --Continued.

Book description. J. D. Brown. Lib. World. 8: 87-90. O. '05.

"For many years after the establishment of moveable type, the only clues to the contents or subject matter of books were furnished in the colophons. . . . Title-pages did not become general till about 1520. . . . The principal points to watch for, in cataloguing old books . . . are Latinized names of authors and editors; the use of a form of title which runs authors' names and titles in one sentence; the use of pseudonyms by authors; mysterious looking dates; and above all, the erroneous idea of subject-matter, so frequently given by a casual examination of title-pages." Latinized and often vernacular names were used for the place of publication, and Latin words and phrases for dates, but in some cases chronograms, or sentences in a kind of cipher indicated dates.

Cataloging for small libraries. T. Hitchler. pa. 15c. '05. American library association.

Cataloging materials and technique. W. C. B. Sayers and J. D. Stewart. Lib. World. 7: 288-90. My. '05.

Cataloging queries on L. C. cards. J. C. M. Hanson. Pub. Lib. 10: 261-2. Je. '05.

Catalogues for children. W. C. B. Sayers and J. D. Stewart. Lib. Assn. Rec. 7: 377-91. Ag. '05.

The present method of cataloging for children is unsatisfactory because of its complexity occasioned by the librarian having in mind the adult rather than the child reader. "However excellently and scientifically compiled it may be, the juvenile catalogue fails if there appear in it terms or phrases either in the entry or the annotation that are not readily understood by the child. . . . The point of view adopted throughout has been that the cataloguer should place himself in the position of the reader of the book." To assist the cataloguer in compiling a simple yet systematic catalog for children the author gives a complete code of rules and examples. Ordinary definitions precede the general rules, which are followed by detailed directions for punctuation and capitalization, for getting the actual entry arranged under its various parts, for making the index and for annotation.

Common nouns in German; why they need not be capitalized. C: Martel. Lib. J. 30: 333-7. Je. '05.

A history of the origin and practice of capitalizing common nouns in German.

Considerations of the cost of cataloging. W: W. Bishop. Lib. J. 30: 10-4. Ja. '05.

Cost of cataloging varies from \$0.1282 to \$0.60 per title. Cost variation depends on the kind of books, thoroughness of references, number of cards, etc.

Corporate entry, Rules for. J. C. M. Hanson. Lib. J. 30: 72-80. F. '05.

Report of the catalog committee of the A. L. A. for revising the A. L. A. rules, on the main changes decided upon by them at their meeting in March, 1904, with a "survey of the present status of the rules for corporate authorship . . . [and brief enumeration] of the chief methods which have been, or actually are applied in American, English, and other libraries which tend toward author rather than title entry for publications emanating from bodies of men or corporations."

Cutter's last words on cataloging. Pub. Lib. 10: 17. Ja. '05.

Questions in cataloging rules. J. C. M. Hanson. Lib. J. 30: 278-9. My. '05.

"We find it necessary . . . to give the full names for purposes of distinction in so many cases that it saves time to do it uniformly from the beginning, not to mention the advantage, to

those who can appreciate it, of being able to obtain these data."

Report of A. L. A. special committee on cataloging. Pub. Lib. 10: 516-9. D. '05.

The report concerns itself with "securing better catalog facilities for small libraries through the agency of printed cards."

Variation from the A. L. A. rules—advance edition, in library of congress cards, 1898-date. Lib. J. 30: C186-91. S. '05.

Catalogs.

See also Arrangement.

Card catalogs for blind readers. A. E. Bostwick. Lib. J. 30: 475. Ag. '05.

Future of the catalog. W: I. Fletcher. Lib. J. 30: 141-4. Mr. '05.

The dictionary catalog is classed as a literary superstition. In the future Mr. Fletcher would place large reliance on class lists. "For each subject which forms a heading in the shelf-lists we will have a card headed with the name of the subject and merely referring to the number in the shelf-list. Thus we will save the inane duplication between subject-catalog and shelf-list so often found. In the same alphabetical arrangement will appear all title cards, and such cards will be made for all books except those clearly not needing them. There will also be cards for a great number of individual subjects, as names of persons and of places, and thousands of other subject headings not found as headings in the shelf-lists, and on these cards the individual books will be entered. These three features, entry under individual and minute subjects, reference to shelf-lists for more general ones, and entry under title will serve pretty well the purposes of the usual subject catalog with one very important exception—that of analyticals. As to analyticals, I cannot believe that the catalog of the future is going to be burdened with them. Their purpose is to be served otherwise, through what we might roughly call bibliographies. . . . For another feature our subject-catalog will contain references on a great many subjects to special bibliographies and reading-lists. . . . We have substituted two important new factors for the catalog. . . . The two factors are, first, access to minutely classified books on the shelves, and second the reference librarian, or in smaller libraries the librarian acting as guide, philosopher and friend."

Plea for an international catalog of technological literature. F: J. Teggart. Pub. Lib. 10: 114-5. Mr. '05.

Three of the earliest book catalogs. H. O. Severance. Pub. Lib. 10: 116-7. Mr. '05.

Charging systems.

Banking method of charging books. W. Austen. Lib. J. 30: 144-6. Mr. '05.

The system as explained is to be used in a university library. "The usual reader's card has no place in this system, since no professor or student can be required to have with him always a borrower's card, and any library that undertook to require this of such a class of borrowers would have great difficulty in maintaining its position. . . . When one is ready to draw books with this system he writes out a ticket or check on a form similar to a bank check and presents it to the issue clerk. This check bears on its face a call number, together with the author and title of the book wanted, and the borrower's signature. When the book is delivered the delivery 'teller' must be familiar with the signature or else refer to the registration record, as does the bank teller before paying a check. All that is necessary to issue a book is to stamp the date in the book and the reader goes his way. This check becomes the basis of the system of records that enables the library to tell instantly where a particular book is, when it was taken, how many books a borrower

has out, and if it is deemed necessary to know, what books are due on any particular day. . . . The first step in completing the record of a book taken out of the library is to take out of the tray in which it is filed a card that in some respects corresponds to the usual book card. . . . The best results are to be obtained by using one such card for each set of works or by combining several different editions of the same work on the same card, thus showing at a glance the whereabouts of any volume of any set of an author's works. Such a card shows also the life history of a book from the time it began to be used until worn out, who has had it, how many times it has been repaired, etc. After the entry has been made on this card from the ticket that the reader has left with the library, the card is filed numerically in a tray to answer all the questions that may arise regarding that book or set of books, until the same is returned."

Indicators v. card charging. W: J. Harris. Lib. World. 7: 209-12. F. '05.

Indicators are more costly to install, require more help in carrying on the work, and take up more space than card changing systems.

Seattle charging case. C: W. Smith. Lib. J. 30: 350-1. Je. '05.

Children's department.

See also Story telling.

Children's room of the Hartford public library. C. M. Hewins. Lib. J. 30: 82-3. F. '05.

Rational library work with children and the preparation for it. F. J. Olcott. Lib. J. 30: C71-5. S. '05.

"The ideal children's room has a double function. First, it is the place in which the children are being prepared to use the adult library. . . . Second, the ideal children's room should take the place of a child's private library. . . . Our branch librarians and the children's librarians visit the schools of their districts, keep in touch with the teachers, lend them books, and encourage them to send the children to the library to look up subjects for school compositions." Home libraries are also sent out, and "gangs" are formed into clubs with "visitors from the library to meet them in the evening and keep them off the streets."

School and library wild flower day at Oakland, Cal., public library. C: S. Greene. Lib. J. 30: 344-5. Je. '05.

The first year 63 varieties of flowers were named and 1700 people visited the show. The next year there were 127 varieties of flowers and 3050 visitors.

Work of the public library for children. Pub. Lib. 10: 412-4. O. '05.

Work with children. C. M. Hewins. Pub. Lib. 10: 475-6. N. '05.

Children's reading.

Children's literature. A. H. Perkins. Pub. Lib. 10: 238-40. My. '05.

Discussion of books by Mrs. Ewing, Miss Plympton, Mrs. Richards, and Mrs. Lothrop.

Choice of books. See Book selection.

Classification.

Books brought into relation with one another and made operative. B. Anderson. Lib. Assn. Rec. 7: 443-58. S. '05.

"Brief description of some of the chief systems of library classification in past and present times" and argument for selecting the Dewey Decimal system as the best.

Classification of fiction. Lib. World. 7: 290-3. My. '05.

Fiction should be classified "exactly the same as other contributions to the literature of special subjects."

School of application for cavalry and field artillery, Fort Riley, Kan. Lib. Library classification scheme. '05.
School of application press, Fort Riley, Kan.

Subject groups for illustrated works. W: M. Merrill. Pub. Lib. 10: 173-4. Ap. '05.

Cleaning books. See Binding and repairing.

Clubs. See Library associations and clubs.

Collections, Special. See Special collections.

College libraries.

College and school libraries in Oregon. J. R. Robertson. Lib. J. 30: 149-50. Mr. '05.

Distribution of income in the college library. J. C. Rowell. Lib. J. 30: C84-6. S. '05.

Coöperation.

Relations of the greater libraries to the lesser. C. J. Barr. Pub. Lib. 10: 276-9. Je. '05.

Large libraries may assist smaller ones by issuing printed cards, placing depository catalogs at centers throughout the country, distributing finding lists and other bibliographical publications, by issuing lists of serials or special collections, by inter-library loans and reference work by correspondence.

Unity and coöperation in library work. Lib. J. 30: C180-4. S. '05.

Delivery of books. See Library extension.

Examinations.

Library assistants and the study of literature. Lib. World. 8: 72-5. S. '05.

Library examinations in theory and practice. Lib. J. 30: 15-8. Ja. '05.

Discusses qualifications necessary for library workers and the kind of questions which should be asked in examinations.

Teaching of literature. Lib. World. 8: 85-7. O. '05.

Exhibits. See Library exhibits.

Fiction.

Classification of fiction. Lib. World. 7: 290-3. My. '05.

Predominance of fiction in public libraries. Lib. J. 30: 473-4. Ag. '05.

Free lectures. See Lectures.

Gifts and bequests.

See also Carnegie libraries.

Report on gifts and bequests to American libraries, June to December, 1904. J. L. Harrison. Lib. J. 30: C110-20. S. '05.

Government documents. See Public documents.

Hawaii.

Libraries. H. Hillebrand. Lib. J. 30: C140-1. S. '05.

History.

Collections of the Wisconsin historical society on the history of the middle west. A. C. Tilton. Lib. J. 30: 917-20. D. '05.

Public libraries and local history, B. A. Finney. Pub. Lib. 10: 3-6. Ja. '05.

"The books and other material peculiar to this age will be sought for by a later generation, but how slowly do we learn to appreciate the needs of that public yet to come. . . . The materials important to preserve for this purpose are . . . 1. Books written about the locality, or containing descriptions relating to it. . . . 2. Newspapers printed in the region of the library, especially in its own town. . . . Clippings may be useful and valuable. . . . 3. Broad-sides, advertising sheets and booklets, cards, programs, etc. . . . 4. Personal manuscripts, diaries and correspondence are often of importance. . . . 5. Account books of some local business, especially a general store, might be valuable in showing the actual state of local prices, better perhaps than newspaper quotations, and might be occasionally very useful for personal history. 6. Local societies might be encouraged under proper conditions, to deposit the records of their proceedings with the public library. . . . 7. Pictures are most important among the materials of local history. Paintings, engravings, or photographs of persons, places or things may show the present conditions more clearly to the eye of the coming generation than the most carefully written description. . . . 8. The objects themselves.

Sources of northwestern history. J. Schaffer. Lib. J. 30: 790-3. O. '05.

Article states where sources are to be found.

Home delivery. See **Library extension.**

Indexing.

See also **Cataloging.**

Making an index. C. B. Pub. Lib. 10: 132-5. Mr. '05.

"The materials necessary are small paper slips, guide cards, boxes for filing and a fountain pen. . . . The indexer must put himself in the place of every possible seeker after knowledge, and grasp every item of value as it appears on the printed page. The catchword under which this idea is to be entered in the index should be judiciously selected as the one most likely to be familiar to the reader. . . . When a subject has modifying phrases a slip is made for each with the page reference . . . and not until the whole index is finished and copied on sheets for the printer are the duplicates of the first subject-word stricken out. . . . An important element . . . is the cross reference. . . . The index in its integrity should be a successful demonstration of putting oneself in another's place. The entries must consist of words the most vital in expression of the thought."

Manual of indexing. A. L. Clarke. D. 184p. 5s. '05. Library supply co., Lond.

The book is divided into three parts; Literary indexing, Commercial indexing, and the Mechanical production of indexes. Part one considers the indexing of periodicals and of books, part two the indexing of catalogues, business directories and correspondence.

Information. See **Reference work.**

Laws. See **Legislation.**

Lectures.

Education through free lectures. C. R. Woodruff. Pub. Lib. 10: 346-50. Jl. '05.

"The lecture system has created a demand

for books upon many subjects, some of which the library was unable to supply; such as books on Irish melodies, German folk songs, travel and biography. There was an unusually large demand for books on electricity and metallurgy. There has been an increase in the circulation of books upon the subjects given at the free lectures. Thoreau's Maine woods is still in constant demand, due to the fact that it was recommended at one of the lecture centers some time ago."

Legislation.

California, Library conditions in northern and central. L. W. Ripley. Lib. J. 30: 789-90. O. '05.

Comparative library law. Lib. World. 7: 232-5. Mr. '05.

Delaware state library commission, Handbook of. '04. State lib. comm., Dover.

Laws of Wisconsin relating to free public libraries and the Free library commission. '05. Free lib. commission, Madison.

Library legislation in the northwest. C. W. Smith. Lib. J. 30: C10-2. S. '05.

Library legislation of 1904. W. F. Yust. Lib. J. 30: 81. F. '05; Same. Pub. Lib. 10: 72-3. F. '05.

"Twelve [states] passed 37 library laws of general application and a number of local acts." These laws are tabulated according to subjects.

Oregon, Library conditions in. M. F. Isom. Lib. J. 30: 279-81. My. '05.

Oregon, Library conditions in. W. L. Brewster. Lib. J. 30: 785-6. O. '05.

"In February, 1901, the library law was passed following the Wisconsin law closely, but permitting a city to enter into a contract with any existing library by which the residents . . . have free use of the library in return for the library tax. . . . A school district library law was enacted in 1901 . . . and amended, 1904, so that ten cents must be expended on district schools each year for each child of school age."

Oregon, Text of library commission law. J. Brigham. Lib. J. 30: C49-50. S. '05.

Synopsis of laws authorizing library commissions. Pub. Lib. 10: 83-7. F. '05.

Washington, Library conditions in. C. W. Smith. Lib. J. 30: 787-8. O. '05.

Legislative reference department.

Legislative librarian in Wisconsin. J. C. Commons. R. of Rs. 32: 722-3. D. '05.

In 1901 the legislature of Wisconsin appropriated \$1,500 with which to employ a reference librarian. The assistance rendered was so practical and effective that in 1903 the appropriation for that department was increased, and again increased in 1905 until now it is \$4,500 a year. Not only the legislators, but the citizens of the state, make use of this enterprise.

Official legislative adviser in Wisconsin.

Outlook. 79: 415-6. F. 18, '05.

"The duty of . . . the legislative librarian, is primarily to collect and place at the disposal of the members of the . . . legislature material regarding every conceivable matter which might come before them for consideration and action—railroad control, taxes, factory legislation, municipal regulations, etc. He is expected to furnish statistical data, make written or verbal reports, and give advice as to the proper draft of a proposed bill. His assistants clip newspaper items and catalogue magazine articles; correspondence is carried on with experts regarding various subjects of probable legislative action;

the work of congress and of the various state legislatures is carefully followed, and copies of bills are obtained. Books and reports are collected. A thorough card index system is used, which makes it possible to get at any desired information in a very short space of time. When a bill is about to be drafted, the author comes to the legislative librarian for information as to the legislative action in other states on the same subject, and for advice as to the proper form of the bill. Committees which are considering certain bills ask him for exact, unprejudiced information."

Wisconsin's legislative reference department. Lib. J. 30: C242-6. S. '05.

"Essentials for work in helping the cause of good legislation . . . [are] 1. . . . A selected library convenient to the legislative halls. . . . 2. A trained librarian and indexer. . . . 3. The material . . . arranged so that it is compact and accessible. Do not be afraid to tear up books, documents, pamphlets, clippings, letters, manuscripts or other material. Minutely index this material. Put it under the subjects. Legislators have no time to read large books. . . . 4. Complete index of all bills which have not become laws. . . . 5. Records of vetoes, special messages, political platforms, political literature . . . should be carefully noted and arranged. . . . 6. Digest of laws on every subject before the legislature should be made. . . . 7. The department must be entirely non-political and non-partisan. . . . 8. The head of the department should be trained in economics, political science and social science in general, and should also have a good knowledge of constitutional law. . . . Get material, facts, data, etc., and get it quickly and get it to the point, boil it down and digest. . . . Make arrangements with all libraries in your city and libraries elsewhere for the loan of books or other material. . . . Keep your place open from early in the morning till late at night. Do everything in your power to accommodate those for whom you work."

Librarians and assistants.

See also Examinations.

Efficient assistants. E. K. N. Bartlett. Lib. World. 7: 344. Je. '05.

Gentle librarian: a transcript from experience. V. E. Graeff. Lib. J. 30: 922-3. D. '05.

"She is always ready to serve and never considers a question about a book or subject of research an interruption."

Helpful state of mind. J. C. Dana. Pub. Lib. 10: 178-9. Ap. '05.

Scholarship, personal presence, neatness, exactness, accuracy, are essential qualifications of a librarian." Success is impossible without a thorough knowledge of the technique of our business. From pastepot to catalog and from paper knife to discounts, these things must be known and must be learned afresh each day, for with each day they change."

Library ethics. G. M. Walton. Pub. Lib. 10: 181-3. Ap. '05.

Qualifications. L. E. Stearns. Lib. J. 30: C68-71. S. '05.

"In addition to the technical side, the librarian must have executive ability, the power to organize and to delegate work and to utilize . . . materials, machinery, methods, men. On the mental side she should have an excellent memory, accuracy, dispatch, and prompt decision, grouping important points to the exclusion of the unimportant. As a scholar, she should possess the best education obtainable. She should have a general knowledge of literature and of what constitutes good and bad style in authorship. A knowledge of languages will prove of the greatest assistance. As for social qualities, she should be tactful and should be at ease with strangers. She should not be condescending or patronizing. Physically, she should possess good health. . . . Morally, she

should be earnestly altruistic, of great, big heart and tender sympathies, a woman of character, and of steadfast purpose and faith."

Relation of the librarian to the assistant.

J. E. Elliott. Pub. Lib. 10: 463-5. N. '05.

"From the standpoint of the library it is inexcusable for a high-salaried executive officer to spend time doing clerical work that a low-salaried assistant can learn to do almost as well with a little instruction. From the standpoint of the assistant, it is unfair to deprive her of the opportunity to prove her ability and to progress in her daily work. . . . Every librarian should know from careful observation and study the strong and weak points of her assistants. She should seek earnestly and systematically to develop every quality and overcome the poor ones. Make [the] assistants feel that they are a part of a great work."

Libraries.

See also Administration; College libraries; Railroads; School libraries; State libraries.

American libraries, Impressions of. L. S. Jast. Lib. J. 30: 147-9. Mr. '05.

American library in Manila. S. McKee. Pub. Lib. 10: 472-3. N. '05.

Bethnal Green free library, London, Working of. Westm. 163: 562-8. My. '05.

British northwest, Libraries in. E. O. S. Scholefield. Lib. J. 30: C14-6. S. '05.

California, Library conditions in northern and central. L. W. Ripley. Lib. J. 30: 789-90. O. '05.

Chart and statistics showing growth in public libraries in the United States and increase in their facilities. H. Putnam. il. World's Work. 10: 6373-7. Jl. '05.

French libraries, merits and faults. R. of Rs. 32: 741. D. '05.

France is not up to date in library work. She is very much behind in the matter of cataloging, and has still to learn that a book which is not read is a dead object.

Imperial library in Tokio. W: E. Griffith. il. Critic. 47: 128-33. Ag. '05.

Modern achievements. E. C. Richardson. Dial. 38: 73-6. F. 1, '05.

An account of the aims and achievements of American libraries as suggested by the St. Louis conference.

National library problem to-day. E. C. Richardson. Lib. J. 30: C3-9. S. '05.

Northwest, Library conditions in. C: W. Smith. Lib. J. 30: C9-14. S. '05.

Oklahoma and territorial libraries. Lib. J. 30: C246-8. S. '05.

Oregon, Library conditions in. W: L. Brewster. Lib. J. 30: 785-6. O. '05.

Philadelphia commercial museum library. J: J. Macfarlane. Lib. J. 30: 412-3. Jl. '05.

Plan for a universal library. Pub. Lib. 10: 129-32. Mr. '05.

Public library in American life. H. Munsterberg. Lib. J. 30: 925-7. D. '05.

Russia, Libraries in rural. R. of Rs. 31: 347. Mr. '05; Same cond. Lib. J. 30: 928-9. D. '05.

There are 5000 free libraries in provincial Russia, one on an average for every 1,374 square

Libraries—Continued.

The appropriations for them are exceedingly small. Many have no reading rooms. Some libraries have but fifty books each. The bureaucracy exercises a strict censorship over the reading matter, and the best books of classical and contemporary writers, also much periodical literature is excluded.

Technical education, Place of the library in. A. B. Kroeger. Lib. J. 30:393-9. Jl. '05.

In large cities "special [technical] libraries are necessary for the same reason that special law, medical and historical libraries are necessary. They are for the specialist whose work demands facilities for research. They are mainly reference libraries, and do not meet the needs of the student who must use his books at home. They contain the transactions and reports of societies and technical periodicals which constitute a large portion of the essentials for advanced study. . . . A public library can add to the strength of its technical department by collecting trade catalogs of firms. Most of these may be had free of charge. . . . The Providence public library has 499 catalogs on its shelves. The collection of trade catalogs in the Astor branch of the New York public library now includes over 30,000 pieces."

Technical education and public libraries in England. J. D. Stewart. Pub. Lib. 10:455-7. N. '05.

Washington, Library conditions in. C: W. Smith. Lib. J. 30:787-8. O. '05.

Libraries and schools.

Coöperative work with the schools. New York public library bull. 9:417-8. O. '05.

"All work with teachers has been assigned to one assistant in each branch, who is expected to familiarize herself with the course of study, to keep in touch with the public schools and to know personally as many teachers and principals as possible. . . . Titles of new books relating to grade work are posted on the proper school bulletins."

Experiment in school-library work. E. W. Gaillard. Lib. J. 30:201-4. Ap. '05.

The board of education of New York city in 1904 erected in fifty of the public schools "regular bulletin boards for the exclusive use of the public library. . . . On the bulletin boards are affixed announcements of whatever matters the librarian in charge of the nearest branch may consider to be of interest to teachers or pupils. . . . On every bulletin the terms under which teachers and pupils may use the library are set forth in the following words: 'For those teachers who are undertaking special studies, or who are doing other definite literary work, arrangements may be made to secure books necessary for such study. These special books must be renewed monthly, and no books may be retained for a greater period than six months. Books are so loaned with the understanding that they must be returned upon special request after two weeks from the date of borrowing. . . . Teachers are often asked to endorse their pupils' applications for the privilege of using the library. This library regards such endorsements from teachers in the day schools as notes of introduction, and guarantors are not held financially responsible for losses that result from applications which have been signed for their pupils. . . . It has been deemed advisable, for obvious reasons, to give all work with teachers to one assistant in each branch. This assistant . . . is expected to familiarize herself with the course of study, to keep in touch with the public schools, and to know personally as many teachers and principals as possible. . . . The task has been to learn the needs of the pupils and teachers and to so order the work and to plan such rules as to make possible and encourage the real use of the library; and to provide means whereby both teachers and pupils may be told, retold and told again and reminded from time to time

of the library and of its ability and readiness to respond promptly and cordially to any reasonable demands.

Hartford public library in relation to the schools. E. B. Owen. Lib. J. 30:217-8. Ap. '05.

"The reference department should be the connecting link between our schools. . . . Debates, of course, are with us always and represent more hard work than almost anything else we do for the schools. As a general rule we require three days' notice of subjects, which gives us time to look up satisfactory references and place the books on a special shelf to be reserved until the day of the debate, and used in the reference room. In this way we can secure better material and no one debater can monopolize the best points. . . . One of the irregular branches is a collection of twenty books for boys, with startling titles and gaudy covers. These were selected to help a teacher in one of our most difficult districts, and one quite removed from the library. Some of her boys had discovered the worst form of dime novel, and were devouring volume after volume, with marked effect upon their behavior."

Library work in high schools. F. M. Hopkins. Pub. Lib. 10:170-1. Ap. '05.

Brief working outline for the teaching of reference books to high school students.

Library work with schools in the United States. L. S. Jast. Lib. World. 8:34-6. Ag. '05.

Children's rooms are usually large and beautiful and always have open shelves. The following are some of the phases of the work; story telling, school bulletins circulated monthly, circulating libraries at the schools, and collections of pictures on different subjects which are sent to schools as required. In some places children are taught the use of the library.

School and the library. W. H. Brett. Pub. Lib. 10:225-7. My. '05.

"Instruction is being given in the use of the library, including its classification and arrangement, the finding of books by means of catalogs, bibliographies and indexes, the use of a book, the value of the matter gleaned from the chapter and page headings, the use of the more important reference books, such as cyclopaedias, dictionaries, gazetteers, atlases, etc. This is carried on to some extent in the high schools, but more largely in the normal schools."

School-library meeting in Ann Arbor, Mich. Lib. J. 30:286-7. My. '05.

"Some instruction is being given in the use of the library, including its classification and arrangement, the finding of books by means of catalogs, bibliographies and indexes, the use of the book, the value of the matter gleaned from the chapter and page headings, the use of the more important reference books, such as cyclopaedias, dictionaries, gazetteers, atlases, etc. This is carried on to some extent in the high schools, but more largely in the normal schools. . . . The best method for coöperation . . . and one which is in successful operation in various places, is the combination of the public library and the school library in the high school or larger grammar school building. A room convenient of access both from the interior and exterior of the building, well lighted and appointed, with a permanent reference collection for the use of the school and a deposit of books from the public library for the school and public use, the hours so arranged that the public use does not interfere with that of the school—such a library is effective both to the school and the neighborhood at the least possible expense."

School library question in New York city. M. C. Ford. Lib. J. 30:211-4. Ap. '05.

"Instead of teaching the children to use the public libraries, which are everywhere at hand, the educational authorities have set up a min-

ature plant of their own which has ten thousand different branches with an average annual maintenance fund of about four dollars and a half each. The greatest objection to the present class library scheme is not that the libraries are so small, but that they do not connect through with the larger libraries beyond. . . . The school is organically related to the home, the library, and the shop and the future of education lies in cooperation between these several institutions."

School work of a librarian. F. A. Hutchins. Pub. Lib. 10: 167-8. Ap. '05.

"To secure [a] love for books the librarian will send to the school . . . carefully selected volumes, which are wholesome, interesting, so related to the school work as to lead on the pupil whose imagination has been excited by some topics discussed in class, and so varied as to appeal to those with special aptitudes. . . . [The librarian] gives personal assistance to pupils who come to the library for aid in debates, in class work or in writing essays. . . . [He] gives talks, once or twice each term, to pupils, commencing with the fifth or sixth grade, on the care and use of books, card catalogs, encyclopaedias, tables of contents, indexes, periodical indexes, atlases, gazetteers and the use of the library."

Why does the school need the library? J. F. Riggs. Pub. Lib. 10: 507-9. D. '05.

"By making the library the center of the schools and recognized as an organic part of the school system, children would be drawn to the library more and more, and its value to them greatly increased."

Work with children and schools in the Portland, Oregon, public library. H. E. Hassler. Lib. J. 30: 216-7. Ap. '05.

"There are 62 schools in Multnomah county outside the city limits of Portland. Most of these are off the car line or a long distance from town, so that the children are debarred from library privileges and in many instances shut out entirely from opportunities for good reading. . . . Boxes of . . . 20, 30 or 60 books, according to the size of the school, these boxes to be kept three or four months then exchanged with a neighboring school and finally returned to the library in June [were sent out]. . . . For the schools located near the city, the directors drive to the library to get the books."

Library accounts. See **Accounts.**

Library advertising.

Library advertising. G. F. Bowerman. Pub. Lib. 10: 335-9. Jl. '05.

If the building has a library hall allow all proper organizations to use it freely, encourage clubs to use the reference rooms, use bulletin boards in adult reading-rooms, "hang in each school-room a large card containing a selection from the list of books in the school system, supplemented with an invitation to use the children's room. The constant use of the newspapers as often as their columns are opened, and as often as you have anything worth printing, will reach more people than any other means. . . . The library need have no objections to the distribution of subject lists issued by publishers."

Library advertising. M. Sterner. Lib. Notes. No. 5: 11-2. D. '05.

Methods of securing better reading. B. S. Smith. Pub. Lib. 10: 171-3. Ap. '05.

"Send lists of would-be-known books to the newspapers. . . . Draw attention by exhibits of all books you have on one subject." Use bulletin boards. Issue special cards to teachers.

Popular library advertising. L. M. Poirier. Lib. Notes. No. 5: 9-11. D. '05.

The local newspaper is the best advertising medium. Cultivate the newspapers. Print lists of new books for the use of clubs and for

school work. Have the reference lists timely. Use posters. Keep before the people the fact that the library is free. First and foremost be accommodating and gracious to all who come to the library.

Library associations and clubs.

Handbook of the library clubs of Mass. pa. '04. Mass. lib. club, Brookline, Mass. Lib. J. 30: C17-21. S. '05.

Summary of the library associations and clubs of the world. J. C. Dana. Lib. J. 30: C21-6. S. '05.

Library boards. See **Trustees.**

Library commissions.

See also **Organizers.**

Discussion by A. L. A. at Portland. Lib. J. 30: C154-8. S. '05.

Instructional work of library commissions. A. S. Tyler. Pub. Lib. 10: 60-1. F. '06.

"To have a regular instructor employed by the commission, who shall go to the libraries of the state and give personal instruction to the librarian and assistants, and supervise the proper organization of the library, would seem to be the ideal arrangement." This however would be a slow process and at present does not seem to be feasible. The best way seems to be a summer school course of from four to eight weeks, the school associated with some educational institution whenever possible. If adjacent states would combine through their commissions it would build up stronger schools. Informal instruction might well be given at state library associations by means of a round table.

League of library commissions. A. S. Tyler. Lib. J. 30: 274-7. My. '05.

"Subjects of common need for which cooperative effects might provide [are]: carefully prepared lists of books for first purchase for small libraries; lists of new books which, upon examination, had been found desirable; handbook of suggestions and direction as to the organization and management of small libraries; printed statement regarding the aims and methods of state library commissions, with comparison of their laws; definite help and suggestions on the subject of library buildings . . . united effort to bring to the attention of book publishers the urgent need of good, durable binding, adequate indexing, etc."

Model library commission law. J. Brigham. Lib. J. 30: C46-50. S. '05.

The Oregon library commission law is taken as a basis, and changes in it are suggested. The text of the Oregon law is given.

Proportional expenditures of library commissions. M. Dewey. Pub. Lib. 10: 137-8. Mr. '05.

Report of league. Lib. J. 30: C182-4. S. '05.

Reports. Pub. Lib. 10: 62-7. F. '06.

State aid to libraries. G. A. Countryman. Pub. Lib. 10: 55-60. F. '05.

Massachusetts established the first commission of 1890. In 1894 nearly half the states had commissions. The work of commissions has varied in different states. In general it includes giving information and advice on library economy, advice on book selection, advice on plans and furnishings for library buildings, conducting of training schools, sending out traveling libraries, organizing and classifying libraries, maintaining clearing houses for books and magazines, maintaining state document departments, publishing book lists and other helps.

Synopsis of laws authorizing library commissions. Pub. Lib. 10: 83-7. F. '05.

Library commissions—Continued.

What they are and what they are doing.

H: E. Legler. Lib. J. 30: C40-5. S. '05.

"In the [east] direct aid to libraries, with but limited supervision (except in New York) seems to have been adopted as most likely to stimulate the library movement. In the middle west, no direct state aid is given the local libraries, but it is held to be important to concentrate effort upon field and instructional work, including the organization of new libraries and reorganization of older ones on approved lines, instruction by means of institutes and summer schools, and individual instruction to librarians in their own libraries. Instructional publications, such as book lists, bulletins, and circulars of information are also made an important channel of usefulness. . . . That commission will accomplish most within the sphere of its influence which seeks to exercise the least autocratic authority, but instills into its relation with the libraries of the state the unobtrusively persuasive rather than the domineeringly exacting element; which assumes the attitude, not of a censor whose judgment is dreaded, but of a guide, counsellor and friend, whose advice is sought and followed because given confidence. It will prove a mistake to invest any commission with powers so broad in scope that it becomes virtually a large library with branches scattered over the state. In all matters of moment affecting the administration of the small library, including the selection and purchase of books, the commission should endeavor to exert a directing influence by suggestion and counsel, but not otherwise."

Work of the Connecticut commission. C.

M. Hewins. Lib. J. 30: C51-5. S. '05.

The commission "revises the book-lists sent by towns, and spends the state grant to the best of its ability, gives advice and assistance to librarians and teachers, tries to establish new libraries and make subscription libraries free, holds neighborhood meetings, publishes documents and book-lists, and circulates travelling libraries. The neighborhood meetings are for eight or ten towns, sometimes for more, and lessons in mending and repairing and simple talks on cataloging, classification, the use of pictures, work with children, etc., are given at them."

Library exhibits.

Artistic advertising. A. V. Milner. Pub.

Lib. 10: 356. Jl. '05.

Library exhibit by a normal school. Pub.

Lib. 10: 361. Jl. '05.

Library extension.

County extension. Mrs. G. B. McPherson. Lib. Notes. No. 5: 7-9. D. '05.

"In Minnesota the county commissioners in some cases have voted various sums from \$150 up to \$600 to public libraries if they will extend the library privileges to the residents of the county. Books may be renewed by postal, and a book of non-fiction may be renewed more than once."

House to house delivery of books. G. E.

Forrest. Lib. J. 30: 338-40. Je. '05.

"In many cases where house to house delivery has been tried it has been given up. The Mercantile library started their system in 1897 and still keeps it up, having reduced the fee from \$2 to \$1 per year. The delivery messengers are regular employees of the library, the books are carried in straps, street cars are utilized, and three deliveries per week are made. 8417 volumes were delivered in 1904. In Springfield, Mass., high school boys deliver books on Saturdays and are paid directly by the subscribers at the rate of 8 1-3 cents per week for each household. The households so taking books have decreased steadily since 1901 when the system was started. Milton, Mass., in 1902, established a free delivery service once a week which costs the library 6 1-3 cents per vol. In Hazardville a milk carrier picks up and delivers books once a week."

How to extend the usefulness of public libraries. J: A. C. Deas. 23p. *7d. '04. Library bureau, London.

Library as a social center. G. Countryman. Lib. Notes. No. 5: 3-5. D. '05.

The library is no longer simply a depository of books. It endeavors to minister to all the needs of its community as far as consistent with the spirit of a library. Children's rooms are established, clubs and societies find homes there, books and people come face to face.

Library extension. E: A. Birge. Pub. Lib. 10: 163-7, 215-7, 259-61. Ap.-Je. '05.

"First of distributing agencies I must place branches, sub-stations, delivery stations, school libraries and similar agencies for collecting, distributing and placing library books. . . . In several cities, especially Pittsburg and Cincinnati, home libraries have been sent to families in the poorer parts of the city where books are least used. These libraries consists of some 20 books carefully chosen, are placed in homes where children are to be found, and are to be used by a circle of 10 to 15 children. . . . The practical difficulties developed in trying [home delivery] seem to have been found in general too great to be overcome. . . . To increase the circulation of books is well, but it is a far better thing to bring people to the library; for after all, the influence of a library is something other and higher than the influence of a book, and the literary habit, if intelligently directed, is of even more value to its possessor than the habit of reading. . . . The people who visit the library must feel as they enter its door the friendly welcome of the books and must feel that the administration of the institution, as represented in the library staff, exists for the purpose of introducing these book friends to all the world. Library rules there must be, necessarily, but they must be as few and as unobtrusive as possible. . . . We cannot remind ourselves too frequently that the fundamental purpose of good books and so of the library which possesses them, is to give pleasure, and that the library ought to be more closely and peculiarly associated with pleasure than any other institution supported by the public."

Progress in library extension in a small library. Mrs. W. G. Clough. Pub. Lib. 10: 168-9. Ap. '05.

Public library and allied agencies; symposium. Lib. J. 30: 459-72. Ag. '05.

"By far the largest amount of work that we do in coöperation with institutions of various kinds is accomplished through our travelling library office, which now sends books to no less than 323 separate points for distribution. These included, at the date of the last annual report, six city history clubs, 48 recreation centers and playgrounds, 36 fire department houses, 6 mission study classes, 16 industrial schools, 10 Sunday-schools, besides all sorts of clubs, athletic, social and political; asylums, hospitals, prisons, workhouses, churches, institutes, homes, small libraries, university extension centers, and even large corporations such as insurance companies and department stores, who have enlisted our aid in furnishing reading matter for their employees. . . . The only practical suggestion to be offered out of our experience is that it should be the aim of every librarian, branch librarian and assistant also to become personally acquainted with the work and workers of these agencies in one's city. One can get more valuable hints as to possibilities of coöperation during one unhurried, friendly visit of inspection—not to cry out our wares but to learn of others about their work—than in any other way, and the greater number of friends we make individually with the influential people in the various departments of the city's work, the more avenues of usefulness shall we find opening before us. . . . The library has prepared for clubs something over 800 bibliographies, varying from a half dozen references to a dozen or twenty pages of foolscap. . . . In the industrial de-

partment a collection of trade catalogs has been brought together, and, in other ways, the manufacturing and commercial interests of the community are studied. By request the librarian has, from time to time, set forth the resources and possibilities of the library in the columns of the organ of the local board of trade, as he has also in the annual program of the labor organizations. The library is well known in the editorial rooms of all the local newspapers as an agency to which to turn at short notice in case of need. Much the same may be said of the members of the city government and their similar needs. In 1900, we began sending books to various institutions around the city. This work has grown, until there have been registered from the beginning, nearly 200 institutions, of which number about two-thirds are drawing books at the present moment. These institutions are classified as follows: public schools, private schools, parochial schools, play grounds, Sunday schools, fire engine companies, police stations, women's clubs, nurses' training schools, orphanages, U. S. artillery posts, church clubs, newspapers, Girls' friendly society, colleges, and universities.

Social aspect of the public library movement. F. Haworth. *Lib. World*. 7: 169-74. Ja. '05.

A query as to what part the library plays in the social life of the community.

University extension and public libraries. S. V. Seybold. *Pub. Lib.* 10: 512-4. D. '05.

"The public library board of [Philadelphia] conducts in the library halls a number of courses of lectures each season. . . . One of the greatest aids to the library in increasing the circulation of classed books is the university extension. It creates a demand for the best class of reading. A lecture on Emerson awakens a desire to read his works and his life; a course on modern social questions creates an interest in vital problems of the day and stimulates the reading in this direction. . . . The result of cooperation with university extension is to elevate permanently the standard of reading in the community, to awaken higher ideas and to make the library a most efficient agent for promoting the cause of education."

Library history.

Beginnings of public libraries supported by taxation. M. C. Dyer. *Pub. Lib.* 10: 458-60. N. '05.

Development of public libraries within the bounds of the old New Haven colony. H: M. Whitney. '04. Connecticut pub. lib., New Haven.

First library in Indiana. H. Ellis. *Pub. Lib.* 10: 509-12. D. '05.

Mediaeval library. E. C. Richardson. il. Harper. 110: 788-98. Ap. '05.

Library legislation. See **Legislation.**

Library methods.

Libraries for men. *Lib. J.* 30: 408-9. Jl. '05; Same. *Ind.* 58: 1374-5. Je. 15. '05.

"When the farmer drops in to see what is the red bug that is eating his box elder trees and what to do for it, or, rather, against it; when the editor telephones over for a map of Port Arthur for the afternoon edition; when the orator for Pioneer day finds there anecdotes of the early history of the town; when the boy who wants to study electrical engineering in his odd hours does not have to send \$25 to a correspondence school for books the library ought to supply; when the village inventor can learn how many times before his non-refillable bottle has been patented; when the grocer's clerk comes over to see what brands of baking powder contain alum; when the mechanic can find out what horse power he can get from the

wind mill above his shop; when the political junta adjourns from the drug store to the library to see how much McKinley ran ahead of his ticket in 1896 in the fifth congressional district; when the young married couple look over the colored plates of a volume on house furnishings; when the labor leader comes in to look up English laws on the financial responsibility of trades unions; when the mayor sends in for all the books on the municipal ownership of electric light plants; when the clerk of the district court discovers in the files of the local paper an advertisement of a dissolution of partnership ten years ago—then we can be sure that Andrew Carnegie has not wasted his money."

Library militant. H. L. Koopman. *Pub. Lib.* 10: 331-5. Jl. '05.

"The militant conception of the library means, therefore, that when a book has been placed on the library shelves it is not forgotten, but, so long as it has life in it, will be subject to service and will be called upon. . . . A book is alive just so long as we can utilize it. . . . After we have acquired our books, we must make them doubly ours by intellectual ownership; and this means librarians that know more, and more of them, with more leisure in which to extend their knowledge. . . . [We must] be able at once to focus the resources of the library on any subject. . . . [Then we must] so advertise the library that every person in the community shall know of its existence, shall realize that it has something for him, and shall make a trial of what it offers."

Library's place in the municipality. *Pub. Lib.* 10: 300-2. Je. '05.

Notes on the bibliography of library economy. A. G. S. Josephson. *Pub. Lib.* 10: 122-3. Mr. '05.

On libraries, for librarians; an article reprinted from the New international encyclopedia. M. Dewey. 14p. Melville Dewey, Albany, N. Y.

A brief history of libraries with notes on buildings and the various departments of work.

Public library as a business proposition. H. E. Law. *Lib. J.* 30: 405-8. Jl. '05.

Librarians should advertise, they should attract people into the library, they should take the books where the people are in crowds, they should serve the customers with whom they come in touch."

Public library as a public service. *Pub. Lib.* 10: 480-1. N. '05.

"Details of service will be tried by the test of public advantage. The selection of books and their arrangement to catch the public eye will be determined by this consideration. In this spirit our very catalog becomes human and responsive, not to be judged by rules but by fitness. . . . Hours of openings and furnishings will be designed to make the public happy and comfortable in their own place. The attendants will be gracious and personally pleasing."

Ruts and how to avoid them. A. G. Rockwell. *Pub. Lib.* 10: 339-43. Jl. '05.

"Our library methods need occasional examination to see whether we are taking the shortest practical line to the best possible end. . . . The librarian is helped by association meetings, library periodicals, frequent visits to other libraries, and the habit of giving a cordial welcome and consideration to every fresh idea and suggestion from public or staff. . . . If there is not money for both, buy fewer books about artists and painting, and more pictures, not only for adornment and exhibition, but for home and school use. Illustrated periodicals, especially humorous ones, are worth the sacrifice of some heavy reviews. . . . Whenever the library helps a man to do his day's work easier or better or to add 10 cents to his wages it makes a friend. Books on amateur handicraft

Library methods—Continued.

are numerous nowadays; basket and bead work, embroidery, model boat building, wood carving—almost anything is worth while which will substitute active doing for the passive reception of ready-made ideas. . . . Another rut which we might well abandon is the opening of our libraries at 9 or 10 a. m. and the closing at 9 p. m. Stores and offices are generally open at eight o'clock, and the earlier hour would often accommodate teachers, pupils and early shoppers; and 9 p. m. is not, at present, the universal retiring hour. Of course the expense of additional help in the staff and cleaning departments would require consideration. . . . The rut of exclusiveness is one to be avoided. Cordial co-operation with every institution which makes for the higher life should be our aim."

Trend of modern library work. *Spectator*. Outlook. 80: 859-61. Ag. 5, '05.

Library of congress.

Library of congress as a national library.

H. Putnam. Lib. J. 30: C27-34. S. '05.

"A collection indefinitely expanding, at once a monument of American literature and an exposition of the serviceable in all literature; resident at our national capital, but made available in non-resident service through the loan of material required for research, and through the exhibit in bibliographies of the material most important for research in particular subjects, and expounded by experts in response to particular graphic a central bureau upon matters bibliographic; a central bureau for cataloging, the product of whose work may be utilized by other libraries.

Report of the librarian of congress. '05. Lib. of congress.

Valuable information with regard to full names and dates of engravers and artists is found in appendix IX, the report of the division of prints. Appendix VIII containing a list of accessions of maps and charts will be helpful to the cataloger of such material.

Library post.

Bill to establish a library post. Pub. Lib. 10: 75. F. '05.

Library schools.

Future. M. Dewey. Pub. Lib. 10: 435-8. O. '05.

"Beginning with the simplest, we should have wherever practicable by means of traveling librarians, visitors or inspectors (as different states may call them) round tables, where for a day or two the librarians and assistants of a single locality meet a recognized authority for information and inspiration, to submit difficulties, ask questions and get any help that an expert studying many libraries can give so well to a novice spending all his time in one. For larger sections there should be a library institute, lasting a week instead of two days and taught not by volunteers . . . but by those who have shown extraordinary qualities for this particular work. We need in English-speaking America three thoroly equipped graduate schools for the highest training. . . . Our minimum estimate for a creditable school is an endowment of \$200,000 to \$500,000, which at 5 per cent would yield \$10,000 to \$25,000 a year. . . . A school supported by the state should be in connection with the state university or in the metropolis and not at the state capital except in rare instances like Boston where capital and metropolis coincide. Above all it should not be in the capitol building.

Library statistics. See **Statistics.**

Library training.

See also **Library schools.**

Question of library training. Lib. J. 30: C164-76. S. '05.

Question of library training. L. E. Stearns. Lib. J. 30: C68-71. S. '05.

Rational library work with children and the preparation for it. F. J. Olcott. Lib. J. 30: C74-5. S. '05.

Reports on standards of library training. Lib. J. 30: C121-3. S. '05.

Loan department.

See also **Charging systems.**

Reregistration; a plan. Mrs. C. P. Barnes. Wis. Lib. Bull. 2: 8. Ja. '06.

Take out applications for borrowers whose cards expire for the month, alphabet these by themselves, withdraw corresponding borrowers' cards and destroy. Fix in mind the highest number no longer active in the library, so that when a reader's card is returned with a number which must be renewed it is noticed at once. When borrowers are known as responsible, make out new cards for them by writing a new number on the old application blank, not bothering the borrower with renewal. For adults not known and children, have new application blanks made out and destroy the old ones.

Los Angeles, Cal.

Library situation in Los Angeles. Lib. J. 30: 800-3. O. '05.

Museums.

Civic relations of libraries, museums and art galleries. Lib. J. 30: 222-3. Ap. '05.

"A single governing board is regarded as probably the only practical and hence the ideal way in which the people can control the derivation of benefits from the institutions named. . . . The museum illustrates the objects of which the library tells, the library describes the objects which the museum exhibits."

Museums in their relation to libraries. C.

McIlvaine. Pub. Lib. 10: 6-7. Ja. '05.

Specialization of museums. H: Balfour.

Pub. Lib. 10: 474-5. N. '05.

"If . . . some of our local museums were to relinquish the idea of forming general ethnological collections . . . and for these would substitute collections illustrating particular branches of the subject . . . a great advance would . . . have been made. . . . [Some] subjects which almost cry out for proper treatment and development [are, for example] . . . the evolution in currency from its origin in mere barter, down to the development of a true coinage; early methods of navigation; the history of agriculture; the phylogeny of musical instruments . . . comparative series illustrating the development of weaving, metallurgy, and other such industries."

Organizers.

Value and work of a state library organizer. W. R. Eastman. Pub. Lib. 10: 67-72. F. '06.

The state library organizer should know library conditions thoroughly in his own state, because he is the man for librarians to consult with. It is his business to visit the libraries in his state, and he should keep in touch with libraries in other states. He must be clear-sighted, enthusiastic, earnest in pursuit of his main object. He must be great enough to lose sight of his own importance. He must be sympathetic, must have infinite patience, must be ready to answer all sorts of questions.

Picture bulletins.

Making picture bulletins. A. C. Moore. Wis. Lib. Bull. 2: 11. Ja. '06.

A picture bulletin should present a subject in such a way that people would want to think and read about it. The gift of seeing things in pictures is denied to some persons and they should not make bulletins. The subjects must become real, interesting and definite to the one who makes the bulletin, then he must find the right pictures and quotations, not always an easy thing to do. When so made, picture bulletins are of inestimable value.

Printed forms.

Printed forms for libraries. F. B. Graves. Pub. Lib. 10: 218-20. My. '05.

"The purpose of this paper is to set forth essentials in printed forms, rules and regulations best adapted to small libraries."

Prints. See Art department.

Public documents.

Agricultural bulletins: their indexing and their use. J. F. Daniels. Lib. J. 30: 930-1. D. '05.

Clearing house for state publications. Lib. J. 30: C231-3. S. '05.

Exchange and distribution of state documents. Lib. J. 30: C229-31. S. '05.

Notes on state documents bibliography. Lib. J. 30: C233-8. S. '05.

Report of the A. L. A. committee on public documents. A. R. Hasse. Lib. J. 30: C92-101. S. '05.

The report covers legislation that affects public documents from 1897-1905, cataloging, card enterprises, instruction in different schools, and a list of the more important documents issued in 1904-1905, also American state documents, and foreign documents.

Systematic bibliography of state official literature. Lib. J. 30: C238-40. S. '05.

Uses of government documents in the university library. L. Ambrose. Lib. J. 30: C86-91. S. '05.

The congressional documents in a university library were checked with red ink in Crandall's checklist of public documents. "The serial numbers [given in this checklist] were put on the backs of volumes of the sheepbound set with stub pen and black ink, until the point was reached in the set where the documents were sent from Washington with this serial number on the back as part of the lettering. In the ultimate organization of the library now in progress, the sheep-bound set will be kept together and the volumes referred to by a call-number composed of U. S. and the serial number. The departmental publications will be classified according to their subject matter. . . . The federal documents have entered into university work in [many] ways. . . . The demands on the congressional series are as varied as its contents. One professor, whose department covered political science, international law, and diplomacy, picked out 250 volumes from this series for the use of his classes, as well as the reports issued by the department of state. The debates, proceedings of congress under whatever title, the American archives and American state papers, and selected volumes from the congressional series have furnished original sources for the seminar in American history, as also the statutes at large and collections of treaties and international conventions. . . . Whole sets of reports issued by the treasury department have been in the economics seminar for months at a time. The Official records of the war of the rebellion have served the history people. The reports of the bureau of

education are consulted by many, and are in constant demand for the work of the department of education. The set of the last census is in the reading room with other reference books. Even the institution that has no no graduate courses should give attention to collecting documents, for this advanced work may be developed in the future. Documents are sources, and as such essential in a university library where real work is done."

Railroads.

Railway libraries. Lib. J. 30: 927-8. D. '05.

"In the United States . . . 48 railroads, representing approximately 53 per cent of the total railway mileage, report library and reading-room features. These roads have about 800,000 employees, or about 60 per cent. of all the railway employees of the country. The number of volumes in their libraries is about 250,000. . . . Railroads in Mexico, Panama (since 1860), England, India, Uganda, South Africa and Australia all support libraries."

Reading.

City's tastes in literature. Pub. Lib. 10: 15. Ja. '05.

Methods of securing better reading. G. S. Smith. Pub. Lib. 10: 171-3. Ap. '05.

Reading ripe books. Lib. J. 30: 285-6. My. '05.

What children do read and what they ought to read. G. S. Hall. Pub. Lib. 10: 391-3. O. '05.

"What should our young people read? . . . They ought to be acquainted with the story roots and leading motives of all the greatest and best literature in the world. . . . History means story and the young child normally approaches it by the path of narrative and biography. . . . Girls, and especially boys, ought to read in the field of nature and modern science. . . . The habit of superficial acquaintance with very many subjects for theme writing, debate or pooling in class for the benefit of others is . . . an excellent one."

Reference books.

Reference books of 1904; supplementing the A. L. A. guide. A. B. Kroeger. Lib. J. 30: 5-10. Ja. '05.

Reference department.

Municipal library's most expensive and least useful department. E. A. Savage. Lib. Assn. Rec. 7: 429-42. S. '05.

Mr. Savage maintains that many of the books now kept in the library as reference books should be put on the circulating list.

Reference work.

See also Legislative reference department.

Mistakes of the bureau of information. Lib. J. 30: 341. Je. '05.

Reference work in colleges. H. R. Mead. Lib. J. 30: 284. My. '05.

"Reference work is an important branch of library administration, and one that can not be too well cared for. In its college aspect it should be to the student the most important department of the university library. . . . The essentials for success in reference work may be summed up under four headings: (1) Concentration of authority in one person of experience and ability; (2) suitable records; (3) good selection of books; (4) convenient accessibility of the books."

Religious books, Choice of. See Book selection.

Repairing. See Binding and repairing.

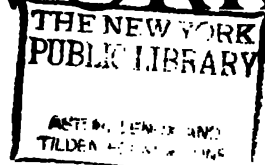
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Vol. I.

APRIL, 1906.

No. 1.

LIBRARY WORK



A BIBLIOGRAPHY AND DIGEST OF
CURRENT LIBRARY LITERATURE



The numbers as issued will include, in addition to a bibliography of current library literature, notes on library progress and items of interest to librarians. Sent free to librarians, on request.



Published by
THE H. W. WILSON COMPANY
MINNEAPOLIS

Story telling—Continued.

and the modern soldier. . . . Some old Springfield rifles have been loaned us and are stacked near the bulletin, and the sabres which are crossed on the bunting draped mantel add to the military effect."

Tax for libraries.

Beginnings of public libraries supported by taxation. M. C. Dyer. Pub. Lib. 10: 458-60. N. '05.

Technical books.

Place of the library in technical education.

A. B. Kroeger. Lib. J. 30: 393-9. Jl. '05.

Technical education and public libraries in England. J. D. Stewart. Pub. Lib. 10: 455-7. N. '05.

"There are now about 330 technical schools in England, and nearly 100 of them are connected with public libraries, though not necessarily under the administration of the library authority. The necessity of this connection between the library and the technical school, the school of science and art, the polytechnic, or any other such educational agency, has been proved beyond cavil; without the library the others are sadly lacking and incomplete, and cannot obtain nearly such good results as where the two departments are coordinated. . . . A public library, with carefully selected books of reference, bearing on the subjects taught in the technical school, as well as on all the industries carried on in the neighborhood, is an indispensable condition to the success of the technical school."

Training of librarians. See **Library training.**

Traveling libraries.

County extension. G. B. McPherson. Lib. Notes. No. 5: 7-9. D. '05.

In Minnesota the state library commission sends books to the library at the county seat and the library sends these out to the remote districts of the county.

Synopsis of work in different states. L. E. Stearns. Pub. Lib. 10: 76-81. F. '05.

Travelling book-wagon in Wisconsin. L. E. Stearns. Lib. J. 30: 346-7. Je. '05.

Travelling libraries as a first step in library development; discussion. Lib. J. 30: C158-63. S. '05.

Travelling libraries as the first step in developing libraries. G. A. Countryman. Lib. J. 30: C56-8. S. '05.

"Travelling libraries accomplish the best results in the way of developing library interests,

if they are part of a state system, for to do the best work they should have trained supervision, by people who will watch the communities where they are loaned, and who will follow up and assist the first show of interest for a local library that may be aroused."

Traveling library topics of especial interest to Wisconsin. Wis. Lib. Bull. 1: 67-77. S. '05.

A law passed in 1901 enabled counties to establish traveling libraries. They have proved uniformly successful and in no case has a county board failed to make appropriations for their continuance. Wisconsin has 79 traveling libraries of foreign books, German, Scandinavian, Polish, etc. No venture of its commission has proved more popular. "The main purposes sought in the distribution of traveling libraries are these: (a) To furnish good, wholesome reading for persons in isolated or remote communities having no access to library centers. (b) To supplement the meager collections of small struggling public libraries which have insufficient funds for book purchases, and to encourage the building up of such libraries. (c) To supply material for study clubs and young men's debating societies engaged in serious research and possessing no local facilities therefor." Rural free delivery offers an opportunity for the extension of library work and for securing to farmers the same privileges as city dwellers have. The libraries should be constantly reinforced by new books. In Washington county, Maryland, a library wagon is sent out once a week to deliver cases of books to localities not accessible by railroad, trolley or stage lines.

Trustees.

Trustees and library appropriations. E. W. Gaillard. Lib. J. 30: 403-4. Jl. '05.

"Nearly all boards have a lawyer as a member and many have one or two churchmen. . . . Men of affairs, merchants, manufacturers, architects, employers of large bodies of clerks, mechanics, and artisans are seldom found as library directors. Library boards are too frequently formed from the scholastic, the literary class and not from the producer class. Library returns show the natural result, yet the producer class is far the larger of the two."

Trustee's point of view. J. S. Johnson. Pub. Lib. 10: 468-9. N. '05.

"The trustees . . . should be chosen because of their executive ability in the conduct of affairs, their sound judgment and intellectual appreciation of the legitimate field and limitations of the work entrusted to them."

University libraries. See **College libraries.**

5 '08

Vol. I.

JUNE, 1906.

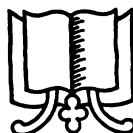
No. 2.

LIBRARY WORK

A BIBLIOGRAPHY AND DIGEST OF
CURRENT LIBRARY LITERATURE



THE numbers as issued will include, in addition to a bibliography of current library literature, notes on library progress and items of interest to librarians. Current numbers sent free to librarians on request. Back numbers 25 cents per copy



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Bibliographical Publications

—OF—

The H. W. Wilson Company

The United States Catalog

A record of books in print January 1, 1902. Entries under author, subject, title and series in one alphabet, with particulars of binding, price, date and publisher. Edited by Marion E. Potter. There are over 100,000 books listed in this catalog under more than 225,000 entries. 2,150 pages, double column nonpareil, 8vo, half morocco, \$15.00, net.

The United States Catalog, Supplement 1902-1905.

A record of books published in the United States from January 1, 1902, to December 31, 1905. Entries under author, subject, title and series in one alphabet, with particulars of binding, price, date and publisher. Edited by Marion E. Potter. This is a cumulation of the monthly Cumulative Book Index, with corrections to date of publication, for four years in one alphabet. Gives Library of Congress Card Catalog numbers and contains complete directory of publishers. About 1800 pages, 8vo., half morocco, \$12.50 net. Ready in August, 1906.

The Cumulative Book Index

A record of books of the year. Each monthly number from February to August includes, in one alphabet, books of the year to date of issue. Each number from September to December includes all books of the fall season and the January number records in one alphabet books of the previous year. Books are recorded under author, title, and subject entries and the author entry is a complete transcript of the title page of the book indexed. Subscription \$4.00.

Readers' Guide to Periodical Literature, Vol. I, 1900-1904.

Being a consolidation of the Cumulative Index to a Selected List of Periodicals and the Readers' Guide to Periodical Literature. An author, title and subject index to the leading English and American magazines and reviews. Edited by Anna Lorraine Guthrie, formerly Reference Librarian at the University of Minnesota. One volume, pp. xii-1,640, 8vo., half morocco, thumb indexed, \$16.00, net.

Readers' Guide to Periodical Literature. Annual for 1905.

An author, title and subject index to a selected list of magazines for 1905, including maps, portraits and illustrations. 8vo., pp. 393; cloth, \$3.50, half morocco, \$4.00.

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The issues for March, June, September and December contain in one alphabet a complete index to magazines for the year to date of issue. The seventy three magazines indexed are especially adapted to reference work and are those usually subscribed for in the small and medium sized libraries. Subscription, including annual cumulation, \$6.00. Special price for introduction, \$3.00.

Library Work. Published every little while.

A bibliography and digest of current library literature. Notes on library progress and items of interest to librarians are also included. Subscription, \$1.00. Current numbers free to librarians on request.

Cumulative Book Review Digest.

Published monthly with frequent cumulations. Supplies librarians and book dealers with an up-to-date and reliable means of securing an evaluation of books as they are published. Author entry only. Reliable descriptive note is given, followed by reference to all reviews appearing in forty-five of the leading periodicals together with extracts which reflect the opinion of reviewers and give the readers the gist of criticism and descriptions. The general trend of the review, whether favorable or unfavorable and to what degree is indicated by the sign + (plus) and - (minus). Subscription, \$5.00. Annual for 1905, 395 pages, 8vo., \$3.50 net. Half morocco, \$4.00, net.

LIBRARY WORK

VOL. I.

JUNE, 1906

No. 2

The H. W. WILSON COMPANY

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MINNEAPOLIS

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27 East 21st St.

Supplement to the United States Catalog

The Supplement to the *United States Catalog*, which is now in press, covers the years from the issue of the *Catalog* to 1906, a period of four years. It is more than a cumulation of the annual volumes of the *Cumulative Book Index*. A particular effort has been made to include in the supplement those books which were omitted from the current numbers of the *Index* because of insufficient information as to price and publisher. Many of these books have been traced only after repeated and persistent inquiries addressed to publishers, printers, authors, editors, booksellers and librarians, to whose courtesy we are indebted for the completeness of the forthcoming supplement. With much difficulty a considerable number of subscription books have been added. Great pains have been taken also to trace the books of those publishers who have assigned or sold their publications, but this effort has been only partially successful. The catalogs of the leading publishers and many of the smaller ones have been checked over and corrections made for changes in price. In some cases this has necessitated the resetting of practically entire publishers' lists; for corrections have been made not only for books which belonged properly in the Supplement but also for those which were listed in the *United States Catalog*. The latter have been included in the Supplement and cataloged as completely as if they were new books.

Many new subject entries have been made for books which were cataloged by necessity, from brief publishers' notes, before the reviews of the book were forthcoming. When reviews of a book could not be found or when they failed to give the information necessary for accurate classification the publisher or author was consulted. The classification of the books of 1902 and 1903 has been thoroughly revised and considerable time has been spent in subdividing subject lists, particularly large subjects, as Botany and Education, etc., in order to facilitate reference. The amount of new composition required to cover both additions and corrections will not be far short

of 300 pages, and the complete volume will number nearly 2,000 pages. Library of Congress card catalog numbers have been added to the author entries of the 1902 and 1903 books, and some omitted numbers have been added to the entries of 1904 and 1905 books.

"Give us this day the latest book."

"There is no frigate like a book
To take us lands away,
Nor any courser like a page
Of prancing poetry.
This traverse may the poorest take
Without oppress of toil;
How frugal is the chariot
That bears the human soul!"

—Emily Dickinson.

If anywhere and everywhere library facilities are offered which will make access to books easy and the library universal and omnipresent . . . the public school and all other formal instruction will take it for granted that its graduates will carry on their education throughout life by means of the public library.—G. F. Bowerman, in *Charities*.

Let it be your ambition to do good work, rather than original work, and your work will be more original than if you had striven to make it so.—Moody.

Exit: The man with the hoe.

Enter: The man with the muck-rake.

Coming: The man with the pitch-fork.

—Business World.

Mr. Carnegie talks and behaves as though he did not expect to take his fortune with him when he leaves. A very unusual case.

—Harper's Weekly.

Long ago when I was a young clerk in a bookstore, said the gray-haired man, Hardy's novels were having a tremendous run among the girls in our town. I was not very well posted just then, being green in the business, and when the village belle came in one afternoon and inquired, "Have you a pair of blue eyes?" I blushed and stammered and said I rather thought that mine were brown. She explained that it was the book she wanted, and I have always felt grateful to that girl for not telling the story broadcast, for it was really a very good joke on me, you know.—Messenger, Owensboro, Ky.

As Others See Us

The initial number of *LIBRARY WORK* was sent out to librarians last April and seems to have been accorded a favorable reception. All copies of Vol. I., No. 1 which were issued for free circulation, have been distributed. The price for those remaining is 25c.

We shall, when requested, place the name of anyone actively engaged in library work on our subscription list to receive, free, each copy as issued. Back numbers will be sent on receipt of 25c. in stamps.

We shall be pleased to receive the bulletins or publications of libraries and library commissions as an exchange for *LIBRARY WORK*.

"...It is exactly what has been needed for some time, and will save one from keeping his own index of articles read, by checking up *LIBRARY WORK*." Minnie A. Dill, Free Public Library, Decatur, Ill.

"...Enterprise and discretion are written all over it...Your plans worked out will certainly make of your publication more than an organ, it will be a library tool." Erwin W. Runkle, Lib'n., Pennsylvania State College.

"...It is a most valuable library working tool, and will be appreciated by library workers." Purd B. Wright, St. Joseph, Mo.

"...I find it to be one of the very best library periodicals that I have ever examined." Bessie L. King, Lib'n., Rensselaer Public Library, Indiana.

"I want to thank you for the copy of *LIBRARY WORK*, No. 1, and to compliment you on its usefulness and on the admirable way in which it is compiled. It seems to me that you have done something of distinct and novel value for librarians, and I hope you will be able to continue..." W. C. Lane, Lib'n., Harvard University.

"... It is the most complete list of 'helps' for the librarian that we have seen." Washington Library Ass'n. Bull. Ap. '06.

"To the energetic bibliographical publisher, H. W. Wilson, in Minneapolis, belongs the honor of having given American librarians for the first time an adequate and convenient record of their professional literature..." *Nation*, My. 24, '06.

"...Allow me to congratulate you upon this most useful addition to your many valuable aids." Beatrice Winsor, Ass't. Lib'n., Free Public Library, Newark, N. J.

"...Allow me to congratulate you on the attractiveness of its make-up and the usefulness of its contents." C. H. Garland, Lib'n. Public Library, Dover, N. H.

"I am very much pleased with the first number of *LIBRARY WORK*. This publication will, I am sure, become very valuable to librarians if you keep it up on the line on which it has been started..." George F. Bowerman, Lib'n., Public Library of the District of Columbia.

"It is with the greatest pleasure that I write to thank you for a copy of your new publication, *LIBRARY WORK*. Such a magazine supplies a real need among library workers, and judging from the initial number, it will be of the greatest assistance to librarians, as it possesses such practical value..." Sallie Boone, Lib'n., Mercer University, Macon, Ga.

The official of the Board of agriculture once sent to the publisher for twelve copies of Miss Edgeworth's essay on Irish bulls in the belief that something might be learnt from them as to the improvement of the breed of cattle.—R. de Cordova in the *Living Age*.

Recently a request came to the Cumulative Reference Library for material on "Night brings forth the stars," a letter asking for a little more explicit information about what was wanted brought the reply that "night is represented by war and the stars are the men brought out because of the war."

"Excuse me" said the old lady with eyeglasses in the art gallery, "but haven't you got any more figgers in marble?" "These are all, madam," replied the polite attendant. "Is there any particular one you are looking for?" "Yes, I wanted to see the statue of limitations my husband was telling about."—*Milwaukee Sentinel*.

Yesterday a woman came in, and with a confident smile, asked for "The house that laughs," by Esther Waters. . . . I took a minute or two to think it over . . . and when I brought her the "House of mirth," by Edith Wharton, she said that it was all right, just the same cover that they showed her in the shop.—Messenger, Owensboro, Ky.

One of the first things which Panizzi found in looking through the catalogue [of the Royal society] was that a book on starfish was indexed as if it were an astronomical work on constellations; and this in spite of the fact that it was illustrated with plates, and on the title page was an oval engraving representing on the upper half the heavens with stars, and on the lower half the sea with starfish, while beneath was the motto (in Latin) 'As is the upper so is the lower.' When this error was pointed out to him, the cataloguer argued that the stars below must belong to the domain of astronomy if they were like those above.—R. de Cordova, in *Living Age*.

A Contribution toward a
Bibliography of James A. McNeill Whistler

Compiled by Artna M. Chapin, Public Library, Muncie,, Indiana

Preface

The following bibliography is the outgrowth of lists made up for various club members. No pretence has been made to list articles in foreign languages, and it cannot be expected that this is a complete list in the English language, even. Such a list undoubtedly could not be made until a longer time has elapsed since the artist's death and the various private collections had been made known to the public. This is merely a guide to the student and as such it is hoped that it may be of use.

It was not thought advisable to include the many books and magazine articles on art in which only slight mention is made of the artist and his work. Almost every encyclopaedia, many books on painting, etching, lithography, and works on art in general, contain some mention of him. It was also thought best to omit the allusions and sketches concerning Mr. Whistler which appeared in the newspapers at the time of his death, as only a brief examination of them for July and August, 1903, will be necessary to find them.

I wish to acknowledge my indebtedness to the lists of bibliographies given and the books upon the man and his work, which have been my largest means of finding material.

The abbreviations used seem plain enough not to need explanation. As far as possible each article and book has been examined and verified, but there are some instances in which this could not be done.

The American edition of all magazines is meant, unless in cases where there is only an English edition.

The bibliographies found most useful in the preparation of this work are: New York State Library Bulletin, Bibliography no. I. 1895; Boston Public Library. Bulletin for March, 1904; for the use of which I wish to express my indebtedness.

Muncie, Indiana, February 20, 1906.

Brief Sketch of James McNeill Whistler

Born July 10, 1834 at Lowell, Mass.

Died July 17, 1903 at London, England.

An American painter and etcher. Because of his eccentricity and desire to conceal the events of his early life the exact place and date of his birth is not known, but it is generally conceded that he was born at Lowell, Mass., July 10, 1834. His parents were people of much refinement and his father (Major Whistler) went to Russia on an important commission from the czar pertaining to

the construction of a railroad between St. Petersburg and Moscow. His eccentricity and individuality was very marked throughout his life, both in his personality and his work. For a few years he had some difficulty in having his work received, but his "Little white girl" achieved for him such a success that his name became known from that time.

The first exhibition of his pictures was held in a gallery in Pall Mall in 1874.

He was very successful as an etcher, his Venice series (first and second) place him as an equal and in some respects a superior, to Rembrandt.

He also achieved success in 'dry-point etching and lithographic drawing. Among other ways in which he showed his peculiarities of disposition was in his idea that painting should appeal only to the eye and not be a medium for the expression of ideas or emotions. He claimed art to be analogous to music, and called his paintings arrangements, symphonies, nocturnes, etc.

An incident occurred about 1877 which ended in a trial made famous throughout the world. Ruskin wrote some very disparaging things of Whistler's work, and was sued for damages. The case was decided against him and Whistler was awarded a farthing, and ever after wore it as a watch charm, displaying it triumphantly.

Whistler quarreled with his friends as well as his enemies, and prided himself upon it. In lectures and books he heralded the fact, the best known of his books being "The gentle art of making enemies." This did not attract much attention, at first, but later on became much sought after, a copy of the original edition bringing three or four times its former price. At least three attempts have been made to publish his writings without his knowledge and the consent of the publishers. But these were all discovered before the plot had succeeded. Accounts of these attempts were printed in the Paris papers, the London edition of the New York Herald, Pall Mall Gazette and New York papers, during 1890. A first venture was made in London, then an attempt was discovered in America, and finally in Belgium the edition was seized on the day of its delivery. The printed edition of his collected writings consisted of 2000 volumes.

Whistler was also a successful decorator and his work influenced the decoration of houses in large measure. Among his more important works along that line are the decorations in the music room of his friend Sarasti in white and clove color; the "Peacock

room" in Mr. Leyland's house, London, in blue and gold; and his own London house.

He was elected president of the Royal Society of British Artists in 1887 which position he held until 1889 when he resigned on account of mismanagement of the finances. He received the cross of the Legion of Honor in 1889, becoming an officer in 1891, and removed to Paris where he remained until a short time before his death. He was made honorary member of the academies of Munich, Dresden, Rome, etc., Knight of the Bavarian order of Saint Michael, and in 1900 received the gold medal at the Paris exposition. But all of this honor came to him late in life.

Perhaps his most famous painting is the "Portrait of my mother," painted in 1872, and exhibited in New York at the Society of American artists in 1882. It was bought by the French government for the Luxembourg gallery, Paris, in 1892.

Portraits of Whistler have been made by G. Boldini, Mortimer Menpes, W. Nicholson and others; besides those by himself.

Mr. S. P. Avery of New York has a very extensive collection of Whistler's etchings, as also has Mr. C. L. Freer of Detroit. Mr. Freer's collection includes many paintings; he has offered these together with his other art treasures to the Smithsonian institution at his death. The following catalogue issued by the International Society of Sculptors, Painters and Engravers, has just appeared: "Memorial exhibition of the works of the late James McNeill Whistler, first president of the International Society of Sculptors, Painters and Gravers, in the New gallery, Regent street, London, from the twenty-second of February to the fifteenth of April, 1905." Also there have been issued "A catalogue of etchings, dry points, etc., by Whistler", by Joseph Pennell, 1904. Keppell, N. Y. and "A catalogue of etchings and dry points by Whistler." 1904 H. Wunderlich & Co., N. Y.

List of books by James McNeill Whistler.

Four masters of etching. 1883.

Ten o'clock. 1888. 50c. pa. Houghton.

Gentle art of making enemies, 1890.

Gives details of the trial of Ruskin vs. Whistler; here too he has placed a number of the attacks made upon him through newspapers and magazines, together with his answers and marginal comments.

Editions: 1st edition. 1890. Edited by Sheridan Ford. Pub. by Frederick Stokes & Bro., N. Y. The preface in this edition begins "To all good comrades who like a fair field and no quarter." Edition suppressed. In the introduction to the edition issued later by Whistler he tells how after agents had discovered Ford's plot to issue an edition of 2000 copies from Antwerp, Belgium, the books were seized by M. le Procureur du Roi and carried off in the government van just as they were to be shipped to New York, and that through the untiring efforts of a persistent adventurer Mr. Whistler was at length able to obtain the first and only copy of this curious work. Mr. Gallatin in his book on Whistler's Art dicta says that "the few copies which survived (the fire of Stokes in 1890) are I imagine worth their weight in radium."

1890. Edited by Sheridan Ford. Delacrosse & Cie. Printed in Paris after Ford's Antwerp edition was seized and it was found impossible

for him to get a publisher in England or America.

Later in this year another edition was issued by Whistler, himself, the full title of which was: "The gentle art of making enemies, as pleasingly exemplified in many instances, wherein the serious ones of this earth, carefully exasperated, have been prettily spurred on to unseemliness and indiscretion, while overcome by an undue sense of right.

1890. Edition published by Heinemann.

1890. One published by Lovell, N. Y. \$2.00.

1892. Another edition published by Heinemann. These editions are now out of print. The first edition brings much more than the original price.

1893. 3rd edition. Published by Putnam, N. Y. \$3.75. An exact reprint of the original edition.

Baronet and the butterfly. 1890. Russell, II. \$1.25. 1899. \$10.

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Pennell, Joseph and Mrs. A. Life of Whistler, authorized by himself.

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Tuckerman, H. T. Whistler. (In his Book of the artists, p. 485.) N. Y. 1867.

Vose, G. L. Sketch of the life and works of George W. Whistler, Civil engineer. por. Bost. 1887.

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- The two Whistlers.** Acad. 65: 90.
- Mr. Whistler's exhibition.** Fine Arts. Soc. Acad. 23: 139.
- Mr. Whistler's pastels.** Acad. 19: 142.
- Whistler's criticism on the art of painting.** Nation. 38: 549.
- Whistler's genius.** East. Eve. Trans. July 18, '03. p. 12.

Bibliography and Digest of Current Library Literature

January to May, 1906.

Access to shelves.

Progress of open access. Lib. World. 8: 177-9. Ja. '06.

There is a slow but sure extension of the system of open access in all parts of the United Kingdom. "The only reasonable grounds for municipal libraries committees refusing to consider the safe-guarded open access system are these:—(1) Unsuitable premises; (2) the cost and difficulty of discarding expensive apparatus once a library is committed to it; (3) incompetent officers; and (4) the labour involved in reclassifying a large library hitherto arranged in numerical or in some such unsystematic order. The first and second difficulties are in many cases insurmountable. The third requires discretion and tact in displacing old servants with new and scientifically trained ones. The fourth is clearing its own way. It is from the libraries that are committed to open access "that every advanced movement of the last ten years has sprung."

Acquisition and accession.

Practical accession work. S. Pitt. Lib. Assn. Rec. 7: 68-71. F. '05.

Orders "should be prepared on sheets of uniform size, ruled to show author and title, number of volumes, and date of publication with price. The sheets should be dated, numbered consecutively, and copied. As the books are received, they should be accompanied by invoices showing date of order and the numbers of the order sheets on which the various items appeared. Books and invoices are then compared, after which the invoices are compared with the orders, and such books as have been received, marked off. Errors in charge, edition or otherwise should be immediately reported." Books should then be entered in an accession book which should show date of invoice, name of vendor or donor, author, number of volumes, price, etc. After being accessioned, the books should be stamped, classified and labeled. Pockets for book-cards should also be put in. Then the books are ready for cataloging.

Technical notes for small libraries. M. E. Hazeltine. Wis. Lib. Bull. 2: 44. My. '06.

"The condensed accession book has various columns that need not be filled out in a small library, where time is an important asset in library administration. The essential things to record of a book are the date of bill, author, title, publisher, date, sources, cost to library, the volume or copy, and the call number. The entries that can be omitted in the order of their least importance are place, size, binding."

Advertising the library. See Library advertising.

American library association.

Origin of the A. L. A. motto. M. Dewey. Pub. Lib. 11: 55. F. '06.

"The best reading for the largest number at the least cost," the official motto was formulated to express in a brief statement Mr. Dewey's idea in deciding to work for the interests of the A. L. A.

American library institute.

Constitution, by-laws and list of fellows elected. Lib. J. 31: 71-2. F. '06.

Organization. Pub. Lib. 11: 108. Mr. '06.

The members of the institute are limited to 100 persons to be chosen from English-speaking America. The ex-presidents of the A. L. A. constitute the first members and they adopt rules and select other members. The standard of selection is ability to solve library problems. A three-fourths vote is necessary to elect. There are no honorary members. Besides the regularly elected fellows the following classes have seats in all meetings;—"all ex-presidents of the A. L. A., members of the A. L. A. executive board, members of the A. L. A. council, foreign or corresponding members elected within five years."

Annotation.

Co-operative annotation and guides. E. A. Baker. Lib. Assn. Rec. 7: 272-83. Je. '05.

Annotation should include "statements as to the subject, scope, manner, qualifications of the author, and general suitability of the book for this or that reader." The object of the "annotator is not to sit in the judgment seat, but to help readers."

Discussion. Lib. Assn. Rec. 7: 299-302. Je. '05.

Manual of descriptive annotation for library catalogues; with chapter on evaluation, and historical note. E. A. Baker. O. 164p. *5s. Library supply co., London.

Architecture. See Buildings.

Assembly halls. See Library assembly halls.

Bancroft library.

Some of the material in the Bancroft library. Pub. Lib. 11: 60-1. F. '06.

Bibliographical society of America.

Opportunities for bibliographical work. W: C. Lane. Lib. J. 31: 118-9. Mr. '06.

Bibliography.

Bibliographic needs and possibilities. E. F. McPike. Dial. 40: 78-9. F. 1, '06.

A bibliographic clearing house is needed in America to centralize bibliographic work. An American bureau of bibliography might undertake an international catalog of technological literature, and a new bibliography of bibliographies. "The general summing up of knowledge and the saving of time that such an index would insure, are elements too important to escape the attention of thinking people." "The existence of a central bureau of bibliography would facilitate intercommunication between investigators and the exchange of data relating to monographs wanted or in preparation."

Bibliography—Continued.

Bibliographical aids in the public libraries of Bristol. L. A. Taylor. Lib. Assn. Rec. 8: 218-9. My. '06.

Bibliography in Canada. L. J. Burpee. Library, n.s. 6: 403-11. O. '05.

Opportunities for bibliographical work. W. C. Lane. Lib. J. 31: 118-9. Mr. '06.

Suggestion for an international bibliographic exchange. E. F. McPike. Science, n.s. 23: 547. Ap. 6, '06.

"The writer recently suggested that a bibliographic bulletin be issued by the Library of Congress to disseminate bibliographic intelligence, prevent duplication and incite cooperation. . . . Let the various historical and scientific societies adopt and distribute, in duplicate, a uniform blank calling for reports (titles and scope) of special bibliographies in preparation. Nearly every investigator is compiling a reference-list more or less extensive. The societies, upon receiving reports, should preserve the originals and transmit the duplicates, if of a scientific character, to the Smithsonian Institution of Washington, or, if not of scientific import, to the Library of Congress. . . . A growing list of special bibliographies in preparation would be very useful and would aid greatly in the general diffusion of knowledge."

Binding and repairing.

Bookbinding. J. C. Dana. Lib. J. 31: 182-3. Ap. '06.

The Newark library finds the following materials good: "For much-used books half red cow with imitation leather sides, which can be washed; for less used books English imperial morocco cloth, or for a cheaper binding dark blue art canvas with gold lettering; for reference books not much used half best morocco; for newspapers half duck with cloth sides."

Bookbinding: a suggestion. J. W. Singleton. Lib. World. 8: 289-90. My. '06.

Mr. Singleton discusses the question of buying books in sheets from the publishers, the library then doing its own binding.

Leather for bookbinding. Nature. 73: 219-20. Ja. '04, '06.

"The conditions under which books are kept have a great influence on the durability of the bindings. When ventilation is good and artificial light is not used the books are in a better condition. . . . Daylight and especially direct daylight, has a bad effect on some leathers and also on the colours of the dyes." Most purchased leathers contain free sulphuric acid. It improves the appearance of the material but hastens the destruction of the leather, but if the "leather containing sulphuric acid is washed with potassium or sodium lactate or acetate the effects of the sulphuric acid are neutralized."

Leather for libraries. E. W. Hulme and others. O. 54p. *2s.6d. Library supply co., Lond.

Library binderies. E. R. N. Mathews. Lib. Assn. Rec. 8: 73-8. Mr. '06.

The Bristol, England, library began doing its own binding in 1893 by utilizing the services of one man. This was found an economical and convenient arrangement and more help was added later. During the year ending with March, 1906, one binder and two sewers bound and repaired a total of 5,176 volumes at a net cost of a little over 9d. per volume. Books needing very slight repairs are done by the ordinary staff. "The machinery and plant has been purchased for the most part at second hand prices." Whole and half calf leather, though long favored, does not stand the effect of gas

and bad ventilation. "True economy lies in employing the best description of binding in the first place. . . . Morocco, pig-skin and stout roan have the advantage over others for reference and higher class books, while morocco, buckram and canvas cloths may be largely drawn upon for general work and repairs, as well as for certain books which are rarely consulted in the reference library. We have learned to avoid the many imitations of good leather, such as Persian and tanned sheepskins, which have not been found suitable for the purpose. . . . Mr. Lawton is in favor of using the best materials obtainable, and on this point I agree with him. For the reference library he claims a preference for cape morocco or levant-grained seal, and for the lending library books, principally seal. He adds: 'The main, if not the sole reason why a library should do its own book-binding, is that it may secure the best work at a reasonable rate.'"

Preserving old book bindings, or re-binding old books. il. Library, n.s. 6: 208-11. Ap. '05.

Mr. Cedric Chivers has found that vellum if left unstretched can be prepared so that it becomes tougher, less liable to warp, and nearly transparent, so transparent in fact that when used to cover an old binding, coloring and tooling can be seen through it. Vellum thus treated is called vellucut.

Report of the committee on leather for book-binding. Viscount Cobham, and H. T. Wood. *\$3.25. '06. Macmillan.

"The report discusses fully the durability of the different kinds of leathers which have been used for bookbinding and also the construction of bindings; a specification for binding heavy or valuable books and also one for ordinary library binding are given. . . . Valuable sections on the preparation of leather suitable for bookbinding, on bookbinding, and on the preservation of books appear in the report."—Nature.

Blind.

Library work for the blind. E. A. Allen. Char. 15: 641-5. F. 3; Same. Lib. J. 31: 8-11. Ja. '06.

"Library work for the blind is growing rapidly. . . . The blind of any community have the same right to a proportionate amount of free reading matter as have other citizens of the community." If the blind will not go after books nor send friends for them then the library should send the books to readers. Free franking makes this possible and practical. Each library should also "employ one or more teachers to go to the blind in their homes to teach them to read. Home-teaching work is by far the most effective agency to increase the number of readers and the consequent circulation of books." The blind prefer to read at home so it is not special reading rooms that are needed. "Every means must be taken to advertise the fact that the books are available and that they will be sent on request and may be returned without expense to anyone. . . . The reading of embossed books benefits the blind more than we who have eyes know anything about: except work, it is their chief resource." Books in all embossed types should be provided but especially in the New York point or the American Braille.

National library for the blind. Lib. J. 31: 218. My. '06.

Mr. Dickinson of Brooklyn advocates a national library for the blind because of the difficulties in the way of the ordinary library doing the work.

Book buying.

Book selection and purchase for small libraries. M. E. Prentiss. Pub. Lib. 11: 55-9. F. '06.

It pays libraries in these days of protected net prices to buy from clearance lists, from sec-

Book buying.—*Continued.*

ond-hand dealers and at auction sales. Baker & Taylor, New York, and McClurg, Chicago, issue occasional lists of new books at reduced prices. Partly worn books from the Booklovers' library are offered at 15 and 25 cents. S. F. McLean and Co., New York, send monthly lists of fiction which they sell for 50 per cent off. The Mercantile library, New York, sells novels through the Library Book Concern, 156 5th Ave., N. Y. at 30 cents apiece. Malkan and McDevitt-Wilson, New York, offer books other than fiction at low rates.

Methods; symposium. Lib. J. 31: 14-7. Ja. '06.

Question of purchase. W: M. Hepburn. Ind. State Lib. Bull. No. 12: 2-3. Ap. '06.

Give the local dealer orders when possible especially if he is a man who knows and loves books. There are advantages in buying of a large city dealer as he will be apt to have ready for immediate shipment a large proportion of the newer books and will usually give good rates of discount. Second-hand dealers sometimes have the needed books. Librarian should keep in touch with dealers in remainders as they have had no wear and are better than second-hand books. Buying books by subscription is very expensive.

Book prices.

Books as merchandise. C. W. Andrews. Pub. Lib. 11: 241-4. My. '06.

The effect of age on books is usually wrongly estimated by the inexperienced. "Age alone gives value only to books printed within a generation from the invention of printing." Rarity seldom gives value to an intrinsically worthless book. The condition of a book is an important item affecting its price. The most important and likewise most elusive factor is the demand for a book. The best way to determine average prices is to study the record of book auctions. The following is only an approximate formula for determining prices. One "should allow for a depreciation of about 50 per cent on all purchases upon receipt; then for a slow depreciation, say of three or five per cent annually, this depreciation to continue indefinitely on the individual books, but to stop after a time on periodicals."

Sale prices of incunabula, 1904. Library, n.s. 6: 173-83. Ap. '05.

Book selection.

Book selection and purchase for small libraries. M. E. Prentiss. Pub. Lib. 11: 55-9. F. '06.

Children's books in inexpensive editions. C. Marvin. Wis. Lib. Bull. 1: 54-6. Jl. '05.

Get inexpensive editions for general circulation. When soiled they can be destroyed and clean books are better than soiled copies. A list of inexpensive editions is given.

Choice of books in traveling libraries. K. I. MacDonald. Wis. Lib. Bull. 2: 39-43. My. '06.

"Buy the most attractive and beautiful editions of classics and standard novels, both for children and adults. If the money must be saved let it be on the very popular fiction, which will be read whatever its forms, and much of which may be had in more or less cheap good editions." A work in one volume is far more likely to circulate than the same bound in two volumes.

Fairy tales. Pub. Lib. 11: 175-8. Ap. '06.

An evaluation of the various books of fairy tales.

Municipal librarian's aims in bookbuying; symposium. Library, n.s. 6: 46-69. Ja.; Same. Lib. J. 31: 119-23. Mr. '06.

The discussion is opened by the statement that "if the main object of the library is educational, the main object in the selection of the books should clearly be educational also." It is argued that it is not the province of the library to furnish fiction, that librarians must educate their readers. That at least only the very best fiction be purchased, and none until it is a year old. On the other hand it is argued fiction is desirable. "The danger of taking too narrow a view of the functions of a library is shown by the decay of mechanics institutes, due in great measure to their libraries and their arrangements in general being of too exclusively educational a character. The craving of human nature for amusement cannot be safely ignored. . . . The actual discouragement of inferior fiction is a laudable undertaking, but it requires caution and discrimination."

Shakespeare and municipal libraries. J. Ballinger. Library, n.s. 6: 181-91. Ap. '06.

A list of editions of Shakespeare, biographies about him, and commentaries on his works which every library should possess.

Bookbinding. See **Binding and repairing.**

Books.

Book description. J. D. Brown. Lib. World. 8: 145-7. D. '05.

A short sketch of pagination is given, followed by a discussion of signatures and sizes. In the collation of books account should be taken of "author, title, place of publication, date of publication, printers or publishers, number of volumes, sizes, pagination, contents as regards illustrations and other extras, and even such external matters as binding."

British museum.

British museum library and its catalogue. Edin. R. 203: 117-36. Ja. '06.

The article gives a history of the more prominent bequests and additions to the library since its establishment in 1753. In 1787 its first catalog in two volumes was printed. In 1813-1819 another catalog in seven volumes was issued. In 1831 Panizzi came to the British museum and he was instrumental in beginning the present catalog. In 1839 he, with the principal officials, drew up the famous ninety-one rules. In 1900 they were codified into thirty-nine and simplified. In 1881 the present printed catalog was begun. It was finished in 1900. A description of the catalog with its defects is given. For instance all of the works of a peer are put under his family name, and if a lady wrote anything before she was married, all her subsequent works are cataloged under her maiden name. Voltaire is entered under Arouet. Volumes published anonymously are entered by title even tho the author is now well known. Full names of authors are not always given. There are eighty folio pages devoted to works by Smith, J. All periodicals are to be looked for under Periodicals and learned societies under Academies. The usefulness of the catalog to the library increases. In 1904 there were 226,000 visitors to the reading-room, against 188,500 in 1899. The daily average of readers in the reading-room is 742. In 1904 the number of volumes replaced after use in this room was 894,627, and 663,738 were kept from day to day in the presses for the use of particular readers.

Catalogues of the library of the British museum. R. de Cordova. Liv. Age. 248: 221-8. Ja. 27. '06.

A history of catalog making in the British museum.

Dav's work in the reading room. G. F. Barwick. Library, n.s. 6: 304-8. Jl. '05.

British museum—Continued.

Recent purchases. A. W. Pollard. *Library*, n.s. 6: 1-28. Ja. '05.

Buildings.

Library planning. F. J. Burgoyne. *Lib. Assn. Rec.* 8: 178-86. My. '06.

Mr. Burgoyne divides public libraries roughly into, small, medium and large and considers suitable accommodations for each.

Milton, Mass. public library. *Lib. J.* 31: 219-20. My. '06.

Modern public library. H. Bell. *il. Book-lovers M.* 7: 515-26. Ap. '06.

A description of the arrangement of the largest libraries in England, France and the United States.

Public libraries; methods and cost. W. P. Heyl. *il. Munic. J. and Engineer.* 20: 297-301. Ap. 4, '06.

Describes several prominent library buildings in the United States.

Suggestions on the planning of public libraries. H. T. Hare. *Lib. Assn. Rec.* 8: 148-54. Ap. '06.

The leading requirements are: "ample space or area in all parts, abundance of light, air and ventilation, facility of supervision and working." If it is impossible to have a building on one floor only then the lending library, newsroom and magazines should be on the ground floor, and on the first floor the reference library, librarian, book-store, etc. "The most satisfactory public library plan would be one in which practically the whole of the public accommodation is comprised in one large room or hall, including news, magazines, general readers, ladies, and perhaps juveniles. I would also throw in the lending library, separated by a low screen or counter. . . . Assuming that open access were adopted, the attendants would be placed in the centre, having the fullest control of the whole of the reading-room and lending library. Two or three staff rooms and a librarian's room could be arranged in the rear, and an additional room balancing the reference room could be added, which would be available for a lecture-room. I should also suggest a large store-room in the basement."

Bulletins.

Library magazines: their preparation and production. W. C. B. Sayers and J. D. Stewart. *Lib. World.* 8: 147-52, 180-3, 208-12. D. '05-F. '06.

The approved magazine article in the bulletin should be "on some topic, current or seasonable by preference, written around the books in the library dealing with the subject." Lectures afford opportunity for articles as well as reading lists. Brief records of the activities of the library should appear in the bulletin. "Every number should contain statistics of book issue and reference consultations. . . . Donations, however little they may deserve it, should receive as full acknowledgment as possible in the magazine. . . . In large libraries constant changes occur in the periodicals list; these should be advertised, and any new method introduced into the working of the library—in these evolutionary days these should be legion—should be carefully and simply described."

Library magazines should have an index if not to every issue certainly at the end of the year. Too much stress cannot be laid on sending good clean copy to the printer. All catalog copy should be checked and revised not only to obtain correctness of form and matter but also perfect legibility. Catalog slips for the use of the printer should be pasted on cheap mounting paper. Three separate proofs should be had, an ordinary proof in galley form, a revise of this, and page proof. The material in the

printed magazine that will be of use in the card catalog should be pasted on cards. Reading lists should be mounted and preserved.

California.

Destruction of San Francisco and other California libraries. *Lib. J.* 31: 213-5. My. '06.

Carnegie libraries.

Carnegie library gifts. *Lib. J.* 31: 123. Mr. '06.

The total amount given "up to January 1906, is 1568 gifts for library buildings, representing the sum of \$43,262,491."

Carnegie's gifts for library purposes, 1905. *Lib. J.* 31: 72-3. F. '06.

Wisdom of the Carnegie gifts. *Lib. J.* 31: 105-6. Mr. '06.

Cataloging.

Cataloging bureau for public libraries; symposium. *Library*, n.s. 6: 86-93. Ja. '05.

Cooperation is desirable because of the shocking waste of time and energy expended on the production of catalogs at present.

Classification and arrangement of local collections. R. T. Richardson. *Lib. Assn. Rec.* 7: 12-8. Ja. '05.

Classifying and cataloging public documents. W. R. Reinick. *Pub. Lib.* 11: 51-3. F. '06.

Principles of cataloging. E. W. Hulme. *Lib. Assn. Rec.* 8: 31-45. F. '06.

Mr. Hulme takes it for granted that catalogs are published in two sections, viz., author and title, and subject. Every book should be represented by one full entry at least in the author and title catalog. Form divisions of literature such as dictionaries, encyclopaedies, gazeteers, atlases, periodicals, sermons, or fiction should appear here. "Biography, criticism, and controversy whether relating to the individual author, his works singly or collectively, or the acts and administration of corporate bodies" should appear in the author and title catalog. As regards the subject catalog "there can be no code of rules for dictionary subject cataloging as opposed to class cataloging." There should be uniformity of practice in the selection of headings between the large and small libraries. Mr. Hulme proposes the following "appendix of rules to be substituted for rules bearing the corresponding numbers in the provisional code of the catalogue rules committee. (1). The choice of a heading for a main entry must be based upon information supplied in the work itself, except as provided for in rules 26 and 28. When the author's name is stated in the work, his name is to constitute the heading. Rule 26. Pseudonyms are to be treated as real names with the addition to the heading of the abbreviation pseud., followed by the real name of the author within brackets. Except that works originally published under a pseudonym and subsequently republished with the author's name are to be entered under the author heading with a reference from the pseudonym. . . . Rule 28. When the author's name is not stated in the work, the first word other than an article of the title of the work is to constitute the heading. A reference is to be made from the author's name, when ascertained. But works originally published anonymously and subsequently republished with the author's name are to be entered under the author heading, with a reference from the first word of the title of the anonymous edition. The same treatment to be

Cataloging—Continued.

applied to reprints of recognized classics from which the author's name has been omitted. . . .

(3.) Forenames are to be given in the form used by the writers; i.e., forenames not used by a writer are to be omitted, and initials are to remain unexpanded. If a writer's practice is not consistent, his forenames are to be given in full. . . . References from the full forenames, or from the most distinctive forename of a writer to be made at the discretion of the cataloger.

(4.) Compound names, excepting English and Dutch, are to be entered under the first part of the name. If the form of a surname adopted by the writer differs from the family name, the former is to constitute the heading. In compound English and Dutch surnames the last name is to be adopted."

Some points in cataloging. J. C. M. Hanson. Pub. Lib. 11:62-3. F. '06.

Technical notes for small libraries. M. E. Hazeltime. Wis. Lib. Bull. 2:44. My. '06.

The underscoring of authors' names on catalog cards "was originally used to indicate to the printer the style of type in case the catalog should ever be printed. . . . This form is almost obsolete and should be omitted from all cards, as it does not add anything to the reader's information, and other methods of tracing supersede it for the cataloger." Use the best-known form of the author's name. If an author who is well-known marries "do not change the form of entry to the less known married name." Omissions can be made from the catalog card as follows: "accession number from the back of the author card; place of publication from the imprint except for obscure publishers; pages from the collection; number of series from series note; number of copies from face of card. These items are rarely needed by the public, and may always be found in other records, or reference books. Their omission means the saving of much time in the end, which can be used to better advantage in other departments of library work."

Catalogs.

British museum catalog. See British museum.

Children's department.

Library's work with children. A. B. Maltby. Outlook. 82:360-4. F. 17. '06.

Fourteen years would cover the life of special work with children, while the last seven years would measure its rapid progress. Rooms for children should be large and sunny, the furniture should be simple and practical. There should be growing plants and reproductions of works of art. Picture bulletins with lists of books call attention to books as does story telling also. "The right book, to the right child, at the right time" is a good motto for a children's room. "Give first the literature of power to cultivate ideals. Myths and folk-lore do this. The literature of knowledge or science can come later. . . . Choose that which appeals to the child."

Personal work with children. R. C. Gymer. Pub. Lib. 11:191-3. Ap. '06.

The children's librarian should know the individual child as well as the books. She must be in sympathy with children not against them. Often it will be advantageous to form a club for boys who come to the library apparently to make trouble only. In the beginning ask only three or four boys to come. Select some story to read to them—one that will hold their interest. Ask them to bring other boys with them the next time. The librarian's interest in the children should not cease with library hours. "The whole secret of success is really to be in sympathy with children, quick to see their needs and to look at things from their point of view."

Work with children. Pub. Lib. 11:193-202. Ap. '06.

At Atlanta the story hour and picture bulletin have made a marked difference in the quality of books read. "200 children have copied recitations from our clipping book." Children use the reference department in preparing compositions and debates. Boston has about 150 places where children may be supplied with books. Besides the library and its branches these include "schools, public, parochial and reform, home library groups, playgrounds and parental institutions." Rules are few and silence is not insisted on. Talks are given to pupils of upper grades on the use of the card catalog and reference books. At Cincinnati "inexpensive collections of art studies are mounted separately on cardboard, and placed in large envelopes for circulation." Travel talks illustrated by stereoptican are very popular." In Newark, N. J. reference work is made much of. It fits in with the school work. Books are sent to schools and "single poems are mimeographed on manila paper and lent to teachers in sets of from 25 to 50 each. They are used in class as reading lessons and for memory and literature work and are very popular."

Children's reading.

Buying books for children. Ind. 59:1418-9. D. 14. '05.

Children's books in inexpensive editions. C. Marvin. Wis. Lib. Bull. 1:54-6. Jl. '05.

Fairy tales. Pub. Lib. 11:175-8. Ap. '06.

Characterization of the various books of fairy tales. "It is far better to encourage re-reading of the imperishable tales, than to gratify an insatiable desire for trumpery."

Great literature and little children. Mrs. H. L. Elmendorf. St. Louis Pub. Lib. Bull. n.s. 2:138-41. My. '06.

"What is read to a child, what a child reads, is not valuable chiefly for the facts thereby taught, but rather for the pleasure that it gives now, and still more for the pleasure it prepares for in after life." Mother Goose is a good book to begin with and begin when the child is very young. Then according to the New York state list the following might be used in the order named:—Verse and prose for beginners. Baby's own Aesop with pictures by Walter Crane. The Posy ring, by Kate Douglas Wiggin. Grimm's Fairy tales. Hans Christian Andersen. Tales of Mother Goose, by Charles Welsh. Hawthorne's Tanglewood tales, and Wonderbook. Kipling's Jungle book, Uncle Remus, Book of nature and myths, by Florence Holbrook. Collection of wigwam stories, by M. C. Judd, and Fifty famous stories retold, by James Baldwin. Besides these are Old and New Testament stories in the Modern reader's Bible set, "which are in the real words of the Bible, but so arranged as to tell the stories, and nothing but the stories."

How may a teacher lead children to read good books? P. W. Kauffman. Lib. J. 31:170. Ap. '06.

A teacher may read books at school, she may recommend books to pupils, or she may have a list of books from which the children may choose, using such books instead of textbooks in reading, holding the children responsible for every book so read.

How shall children be led to love good books? I. Lawrence. Pub. Lib. 11:179-83. Ap. '06.

Children under eight delight in the marvelous. They enjoy myths and fairy tales. They live in the story. "Action must follow action in a satisfying story with no stupid explanations of moral or other motive or connection." Fears add interest if they are properly surmounted.

Children's reading—Continued.

"Animals are loved for the human quality in them." From eight to fourteen boys are intensely practical. They read to find out how things are done. They also delight in fighting and adventure. Let the girls read their brothers' books and in addition give them Scott and Dickens. From fourteen to eighteen there is a legitimate craze for all sorts of reading. The wider the range allowed the broader the basis is laid for study afterward, and the larger the outlook obtained for study. "Only let it be wholesome literature."

Reading for culture. M. Van Buren.
Minn. Pub. Lib. Com. Notes. 7: 4-8. Ap. '06.

Children "will read the best if only the best is put within their reach. . . . One mother writes that the greatest good her little girl of eight has derived from her reading is the large vocabulary she has acquired. . . . This same mother says she has never to suggest a game or amusement to her little girl for the child is constantly playing the things she reads. . . . Begin early to give the child pure English and there will be little use for rules and text-books in language. . . . The Bible is full of beautiful poetry, beautiful love tales." Do not spoil it by questioning and analyses, but give it to the child in its entirety, as for example in Moulton's stories of the old and New Testament.

What children read. L. Van. Pub. Lib.
11: 183-5. Ap. '06.

Children object to much supervision in their reading. Let them have a good collection of books and select at will. Legend, myths, fables, history and romance by writers of wide knowledge and trained skill should be in the collection.

What we read to children. A. M. Shaw.
Critic. 48: 177-80. F. '06.

Word on picture books, good and bad.
C. F. Gleason. Pub. Lib. 11: 171-5. Ap. '06.

Pictures are the beginning of the child's knowledge of literature. The "real introduction to rhyme should be Mother Goose, and every child should own a standard edition." Next to nursery rhymes come fairy tales. The next step is pictures of other children. Choose the better books. "Pictures should open up to children a realm of fancy which is lovely as their most innocent thoughts of it, and a world of reality which is interesting because it may sometimes 'come true' in their own experience." Miss Gleason recommends specifically some books and tells why others are not good.

Choice of books. See **Book selection.**

Classification.

Classification and arrangement of local collections. R. T. Richardson. Lib. Assn. Rec. 7: 12-8. Ja. '05.

Classification of law at the University of California. Lib. J. 31: 147-8. Mr. '06.

Plea for uniformity; discussion. Lib. Assn. Rec. 8: 161-6. Ap. '06.

Old systems are continually being altered and new systems coming into use. To fix on one system for general use might prevent the progress of library methods. "If ever a standard classification were selected it should be one in which the terms were properly explained, and the scope of the headings well defined. A classifier 'must be prepared to make a liberal allowance for expansion of his system, laterally and longitudinally, and probably from time to time a renotation of the various systems would be found desirable.'"

Wanted—a classification: a plea for uniformity. R. W. Mould. Lib. Assn. Rec. 8: 127-47. Ap. '06.

With the advance of the open access the time has arrived when libraries should adopt a uniform classification scheme. The two systems now in general use are the Dewey decimal classification and the Cutter expansive classification. James Duff Brown issues this season a new scheme with a novel series of tables enabling subjects to be subdivided to any extent. "The scheme is so arranged that it can be applied to the largest library or the small collection." The Dewey system is in more universal use than the Cutter, but it is badly in need of revision. Mr. Dewey is at work on the new edition. He believes it would be foolish to re-cast the classification "in view of the amount of cataloging that has been done by the present scheme." European as well as American librarians are being consulted in order to make the classification suitable for international use. The Cutter system "is distinguished as being the most logical and modern in its nomenclature of the recent systems. . . . It is coming into use in a good many American libraries, and when the final expansion is finished and provided with an index will undoubtedly be more used still." It is urged upon the Library association to evolve a scheme worthy of universal adoption.

Clubs and libraries.

Library and the club. Ind. State Lib. Bull. No. 13: 1-2. My. '06.

It is wise for the club to consult the librarian before making out its program for the year. By so doing, topics on which there is no material available may be avoided, and the librarian will have a chance to purchase books bearing on the topics assigned, especially if the subject is one that will be likely to be studied again.

Collections, Special. See **Special collections.**

College libraries.

Princeton preceptorial system and the university library. V. L. Collins. Lib. J. 31: 163-5. Ap. '06.

Co-operation.

Co-operation between scientific libraries.
F. A. Bather. Nature. 73: 413. Mr. 1, '06.

"If only money could be pooled, and the purchases distributed according to some pre-arranged scheme among the various libraries; and if a joint catalog were prepared, and kept up from month to month, showing not only the titles of books, periodicals and papers, but the libraries in which they were to be found, then weary searching and fruitless wandering would no longer be the lot of the conscientious student. Even as things are, without so radical a reform as a redistribution of income, I feel sure that a conference of librarians, bent rather on furthering the interests of the reader than the pride of their own institutions, and armed with the necessary powers for co-operation, would soon lift London libraries out of the hopeless muddle that we now have to struggle with."

Co-operation between scientific libraries.
Nature. 73: 438-9. Mr. 8, '06.

There are more than 1400 serials in London scientific libraries. A complete list of these with the libraries where they may be found would be of great advantage.

Copyright.

Discussion of proposed amendment to copyright law. J. I. Wyer, jr. Pub. Lib. 11: 109-11. Mr. '06.

Copyright—Continued.

Importation clauses in proposed copyright bill. Lib. J. 31:171-2. Ap. '06.

Proposed prohibition of importation of copyright books. Lib. J. 31:60-70. F. '06.

Fiction.

Free libraries and fiction. W. H. Harwood. Westm. 165:209-15. F. '06.

Fines.

Fines for overdue books. Wis. Lib. Bull. 2:27-8. Mr. '06.

A symposium on library practice regarding fines in Wisconsin.

France.

Library reform in France. J. I. Wyer, jr. Lib. J. 31:215-7. My. '06.

Gifts and bequests.

Gifts and burdens. Ind. State Lib. Bull. No. 12:1-2. Ap. '06.

"A community with an income from taxation of from one thousand to fifteen hundred dollars a year may, in inexpensive and yet convenient rooms, conduct a library that will be of great service to the people, for in such quarters practically all the income may be turned to real service to the people in books, magazines and librarian. The expense of heat, light and janitor are relatively insignificant items in small and simple quarters." Suppose this community should accept a gift of from \$6,000 to \$10,000 for a library building. They have an additional expense in heating, lighting, janitor service and repairs, all making a considerably increased cost for maintenance, which means a lessened income for the book fund and the librarian's salary, while these are the vital things. Only a well equipped librarian can render the largest service, and in the case of a large building, a janitors' salary may be nearly equivalent to that paid the librarian. "With an income of \$1,500, subtract \$500 for running the plant, subtract \$400 to \$500 for the librarian's salary, and there is left from \$500 to \$600 for magazines, books, bindings and repairs. Books, not buildings, constitute the essentials of a library, and there is no reason to expect the services of a well-equipped librarian for a smaller salary than that paid to the best teacher in the same town. A separate building, where the income is less than \$1,500, although a gift, would certainly be a burden that no community could in justice to itself, accept. A generous gift may become an intolerable burden.

Government publications. See Public documents.

Guides.

Classification guides and indexes. E. A. Savage. Lib. World. 8:261-6. Ap. '06.

Halls, Assembly. See Library assembly halls.

Historical societies.

Libraries of historical societies. Lib. J. 31:212-3. My. '06.

History.

Local collections: what should be collected and how to obtain materials. W. H. K. Wright. Lib. Assn. Rec. 7:1-11. Ja. '05.

County histories are very important. Every

edition of every known work about the locality should be on the shelves. Histories of cities, towns and parishes, guide-books, handbooks, and topographical works dealing with particular places or districts, directories and local annuals and biographies all have their place. All publications of corporations and other public bodies should be in the local collection. Fiction that relates to the locality is important. Local newspapers and periodicals, maps, charts, and sketches should be preserved, also play-bills and catalogs of sales.

Some of the material in the Bancroft library. Pub. Lib. 11:60-1. F. '06.

Hours of opening.

See also Sunday opening.

Indexing.

Indexes wanted; discussion. Lib. Assn. Rec. 7:93-6. F. '05.

Subsidised indexing. A. L. Clarke. Lib. n.s. 6:274-80. Jl. '05.

A plea for state aid or private endowment for carrying on an index to periodicals such as the Review of reviews, index which was discontinued because of lack of funds to pay for the work.

Inventory.

Library inventory. Lib. World. 8:291-3. My. '06.

The necessity of an inventory of library supplies is discussed and a suggestion for keeping it on slips is given.

Labels. See Marking books.

Law.

Classification of law at the University of California. Lib. J. 31:147-8. Mr. '06.

Laws. See Legislation.

Legislation.

British colonial and American library legislation. J. D. Brown. Lib. World. 8:201-7. F. '06.

Legislation in South Africa dates from 1818. Government grants are made in no case unless £25 is raised by subscription and then the grant cannot exceed £100 a year. Canada has a library rate not exceeding one half a mill per dollar on the assessed value of all rateable property. The Australian colonies all have separate laws. "Tasmania has a model library law. . . . 'The Municipal council of every municipality may, from time to time, apply such sum as it sees fit, out of the rates of such municipality, in and towards the formation and maintenance of public libraries within such municipality.' That is the whole act." The statute is not compulsory, however, and only Hobart has put it into force. The West Indian dependencies have no legislation. "In India the government only subsidises libraries connected with the leading departments of state, such as law and parliamentary libraries for the use of legislators and the councils forming the Indian government. . . . It is a universal provision in colonial administration for the governments to assist all kinds of libraries, to the extent of contributing as much money as may be raised by the subscriptions of members or produced by a municipal library rate." Library legislation began in the United States in 1700. "The main provisions of the State library laws of America are:— (1.) The adoption of the library laws of the state by any city or municipal council, with or without the petition or consent of the rate payers. The practice differs in the various states, but it is permissive and

Legislation.—Continued.

not compulsory in every state. (2.) Power to levy a rate for the establishment and support of municipal libraries, varying from the fraction of a mill per dollar on the taxable value of the town to any sum the council may see fit to levy. (3.) Power to appoint trustees and to do everything necessary for the equipment and efficient administration of the libraries." In the United States the value of all property is taken, instead of mere rental value as in England "as the unit from which the rateable value is built up." Hence in America "the produce of even a comparatively small library rate is much greater than in a town the same size in England." The liberal library laws of the United States have produced a great number of very large and magnificently equipped public libraries, which are administered by well-educated officers, who are paid adequate salaries for the work they accomplish. No other country in the world can show such a scheme of libraries, closely in touch with all the other educational bodies and recognized by the state as part of the national system of education."

Library legislation in 1905. A. Wynkoop. Lib. J. 31: 57-9. F. '06.

The new laws for 1905 "aim to make more liberal provision for library work or to remove legal difficulties in the way of its extension. . . One new library commission was created and four others were enlarged either in function or scope. Provision for the founding and support of libraries was made more liberal in the case of seven states. . . In some form or other the state library has received mention in the laws of nearly all the states and territories, and in 16 cases provision is made for enlarged work, additional functions, or improved equipment. . . In several states minute provision is made for the care and distribution of state documents, giving evidence of a widespread awakened sentiment on this subject."

Wisconsin library legislation, 1905. Wis. Lib. Bull. 1: 53-4. Jl. '05.

Legislative reference department.

Legislative clearing-house. Nation. 81: 478. D. 14. '05.

"The average legislator, east or west, is not an habitual user of libraries. He is rather impatient of getting up a topic unless he has an accomplished secretary to do it for him. This is where the Wisconsin plan seems especially practical. The Senator's request for data on such and such a topic will bring him, say, a dozen newspaper clippings from various parts of the country, a report issued in Massachusetts, some legislative testimony from Oregon, typewritten extracts from the latest standard books on the subject. . . and, perhaps, some letters from unofficial sources describing the working of the statutes passed elsewhere. Not a sentence is included that is not strictly germane."

Librarians and assistants.

Function of the librarian. R. C. Davis. Mich. Alumnus. 12: 256-7. Mr. '06.

The first conception of the librarian was that he was a caretaker. As he became ambitious he began to accumulate books, and as they increased he began to catalog and classify them. Then he felt compelled to advertise his library. As the need grew for larger rooms he studied architecture. These are some of the duties that the librarian has gradually assumed.

Librarian as a handy-man. Lib. World. 8: 293-4. My. '06.

Professional education and registration. W. R. B. Prideaux. Lib. Assn. Rec. 8: 1-6. Ja. '06.

A plan to have the Library association establish a "Register of persons considered com-

petent to administer a library. . . . It is one of the recognized duties of chartered institutions to indicate to the public in a general way those who are qualified by training or experience in the particular branch of knowledge concerned." Pass examinations should not be too high and the training should be practical. "The advantages of registration would be: (1.) A homogeneous body of working librarians. (2.) The Library association would be more free to press its membership on owners of private libraries and those interested in library work. (3.) An enormous impetus would be given to the examination scheme, the classes of the association would become recognized as the normal training school of librarians, and the efficiency of the profession at large would be raised."

Professional education and registration; discussion. Lib. Assn. Rec. 8: 20-7. Ja. '06.

Scholarship for the trained librarian. W. E. Henry. Pub. Lib. 11: 103-5. Mr. '06.

No branch of intellectual activity "requires so comprehensive a view of life and knowledge as librarianship." At least the equivalent of a college education is needed and then a constantly recurring deficiency will be lack of knowledge.

Value of trained librarians. J. H. Canfield. Pub. Lib. 11: 64. F. '06.

In a comparatively small library a trained librarian is needed because he knows how to make the best possible use of every book. Again for the upbuilding and efficiency of any public library a trained librarian is absolutely essential. "Library work is just as much a profession today, for which there should be careful preparation, as is the work of teaching."

Libraries.

Destruction of San Francisco and other California libraries. Lib. J. 31: 213-5. My. '06.

France, Library reform in. J. I. Wyer, jr. Lib. J. 31: 215-7. My. '06.

In France there is no uniform recruiting system, university libraries alone requiring preparation of employees. Promotions are not made by merit or seniority but at the will of the librarians who are often political appointees. The pay in general is poor and the book funds inadequate. A commission has been appointed to study the matter of organization. Their recommendations will be embodied in a proposed law.

Library grouping. L. Inkster. Lib. Assn. Rec. 8: 46-52. F. '06.

Under the English public libraries act of 1850 the various libraries of a city—London is taken as an example—were practically isolated as regards each other. As a result of the London government act of 1899 several libraries have been grouped together and their rules reduced to a uniform code. "In these boroughs it is no longer possible for a reader to find that, because he has moved into an adjoining street, he must use another library, where he may have to provide two guarantors instead of one, or even none at all, that he is only allowed one week in which to read a book, and that the fines for detention have risen from one penny per week to twopence per day." In libraries not grouped, hours of opening in various districts range from eight to ten in the morning, in one library you can go to the shelves, in another you cannot, some libraries buy new books, others regard the purchase of new books as dangerous, etc. A strong central county authority is urgently required for library purposes. The result would be greater economy in the purchase of books, there would be a more efficient administration and a better

Libraries—Continued.

trained and qualified staff. Haphazard appointments would not be made. "The sphere of the library would be enlarged, its prospects improved, and its opportunities multiplied."

Literature of libraries, 17th and 18th centuries. J. C. Dana, ed. 6v. *\$12; large pa. ed. *\$25. '06. McClurg.

Vol. 1. Concerning the duties and qualifications of a librarian; vol. 2. The reformed library keeper.

Opening of the Hudson Park branch, New York. M. D. Pretlow. Char. 15: 886-9. Mr. 17, '06.

Report on public libraries in 1876. M. E. Mitchell. Pub. Lib. 11: 246-7. My. '06.

Some impressions of American libraries. L. S. Jast. Lib. Assn. Rec. 7: 51-67. F. '05.

Sphere of the library. R. G. Thwaites. Pub. Lib. 11: 3-5. Ja. '06.

The mission of the public library is to furnish education for old and young, to have regard to the reference room as well as the children's room. It is the business of the library "to carry forward the work of popular education where the teacher necessarily drops it." It is not essential that the small college library or the public library of a small city... should strive for the unattainable. A small library need not use its reference funds in purchasing technical books unless there is a local demand for them. It should build up a well-rounded reference department that will serve its public.

Spring cleaning at the library. L. E. Stearns. Wis. Lib. Bull. 2: 46. My. '06.

The library should be neat and beautiful. The exterior should be made inviting, as well as the interior. The interior should have an air of comfort and should be kept clean and tidy.

Struggle for a public library in Newcastle-upon-Tyne. B. Anderton. Lib. Assn. Rec. 7: 259-71. Je. '05.

Libraries, Use of by the public.

Library in the community. E. C. Richardson. Lib. J. 31: 107-11. Mr. '06.

"The library in the community exists... primarily to provide popular literature." But it must also provide for the scholars and professional men in its vicinity for they often contribute in large measure to the enlargement of ideas in the community, by their contact in daily life with those about them. Whoever "can be induced to revise and enlarge his conception of anything, whether of farming or tool making, morals or beauty, politics or science, becomes thereby inevitably a rectifier and enlarger in his circle and in the widening waves from this circle. . . . If a book used by John Smith only will benefit the community more than another used by fifty other persons this book is more suitable for purchase by the public library than the much used book. . . . The library in the community. . . . is . . . an instrument for life long education of all the members of the community, an instrument for the development of a larger body of ideas, of more complete likemindedness and thereby greater power of united action."

Library for the business man. A. E. Bostwick. My Business Friend. 2: 83-7. Ja. '06.

Every man who pursues an occupation that requires special knowledge can find something in books to stimulate his activity. "It is the business of the people who have charge of the books in our public libraries to direct and aid those who are looking for such stimulation."

The reference library is "a workshop filled with books to be used as tools and as material," to which any man seeking information can have access. "Here he may learn how to buy a dog, how to wire a house for electric light, how to judge textile fabrics, how to write an advertising notice or letter a sign, and a thousand other things of equally miscellaneous nature."

Making a library useful. J. C. Dana. Vt. Lib. Com. Bull. 1: 18-22. F. '06.

Get acquainted with the library by visiting it. Learn how to use the catalog. Find out what the needs of the library are. Use it yourself and encourage others to use it. Hold club meetings in the library if possible. Make collections illustrative of the history of the town for the library. Help to make it a center of interest as well as a disseminator of pleasure.

Libraries and clubs. See **Clubs and libraries.**

Libraries and schools.

See also **Library training.**

Co-operation between libraries and schools. H. E. Peet. El. School T. 6: 310-7. F. '06.

Newark, N. J. "sends class-room libraries to the schools, so that every teacher in the city has at her command a library of from twenty to fifty books for the use of the children in her own classroom. It also sends to the schools collections of pictures on nature-study, historical events, foreign countries, architecture and sculpture." In Boston, teachers are invited to hold their classes in the branch libraries. "The common method of co-operating with the schools in this system is to employ trained attendants to study the needs of the schools, to furnish from time to time graded lists of books, to publish frequent school bulletins, to inspire the children to right reading by sending to the schools gifted story-tellers, but best of all by sending to each classroom from twenty to fifty books. These are left in the school rooms varying lengths of time—in Milwaukee eight weeks in many places five months, in some a year. The libraries in almost all of these cases provide for the transportation of the books, furnishing cases which fold and look like trunks, but open into bookshelves."

Library and school work in Newark, N. J. M. L. Gilson. Lib. J. 31: 167-8. Ap. '06.

Pictures are loaned as well as books, and copies of poems are mimeographed and loaned. Some schools ask for current magazines and these are ordered sent directly to the schools, and are circulated among the teachers.

Methods of school circulation of library books. G. T. Clark. Lib. J. 31: 155-7. Ap. '06.

There are three methods for the circulation of library books thru the schools. (1) Sending the pupils to the library. (2) Sending books on teachers' cards. (3) Providing a school duplicate collection of books suitable for circulation in the grades. These books are sent in lots of from 40 to 50 to classrooms. The boxes that are sent in are used to shelve them while they remain at the school. Sometimes the library, sometimes the board of education looks after the transportation. In order to keep complete records, blanks are sent with the books on which the necessary data is recorded. The entire collection is sent back at the end of the term. This class-room system brings many in touch with the library "who otherwise might never see its books."

Organization of the library profession in the United States. Pub. Lib. 11: 11-2. Ja. '06.

Libraries in the United States are much more

Libraries and schools—Continued.

closely connected with universities and schools than in Europe. In the United States children of ten years old use the library to help them in composition work. High school pupils go there for references for their debates. "Traveling school libraries, school deposit stations and children's rooms help the child in the preparation of his lessons. In some cases the schools or the libraries give instruction to children in the use of books, catalogs and bibliographies with much success."

School work of the District of Columbia public library. G: F. Bowerman. Lib. J. 31: 165-6. Ap. '06.

In addition to other work for the schools, a study room for teachers has been fitted up on the second floor of the library. This contains books on educational topics. The room can also be used as a meeting place for teachers' clubs. A monthly educational bulletin is printed by the library and sent out to teachers.

Suggestions on forming a professional library for teachers. C. A. Scott. Lib. J. 31: 168-9. Ap. '06.

A professional library for teachers would greatly advance the cause of education. Such a library should include a good collection of reference books on pedagogy, and should also include books on child study, psychology and sociology. A collection of text-books would be invaluable to teachers for the purposes of comparison. An exhibit of work done by schools might well have a place there. It would prove useful not only to teachers but to parents in showing the character of work done.

Systematic instruction in the use of the library at Grand Rapids, Mich. M. G. Quigley. Lib. J. 31: 166-7. Ap. '06.

Work with the schools. Pub. Lib. 11: 84-5. F. '06.

Bibliographic training and elementary instruction in the use of ordinary reference books—encyclopedias, dictionaries, indexes and atlases, should be done by the school. . . . We would be surprised to find what a small per cent of grammar and even high school pupils know how to use indexes, or have any idea in regard to the date of the publication, the publisher, author, or editor." A general course in bibliography, reference work, and children's literature in normal schools would be of great advantage in bringing libraries and schools into harmony.

Libraries as social centers.

Books and life. E: A. Birge. Lib. J. 31: 203-11. My. '06.

Work with children is more and more becoming a large factor with libraries, and this work should be such that in after life these children will continue to be reading men and women. The influence of the library over women is large and is productive of great good in transmitting and extending the life of culture. Libraries have not heretofore reached men to any extent. That is a problem to be solved. Pratt institute, Brooklyn, maintains a technical library for men, "housed in its own rooms and administered by a special librarian," who is competent to act as a guide in the use of books. Ordinarily the income of a library will not warrant the establishment of such a feature. Many libraries provide rooms where men can come in their working clothes—where they may or may not smoke—and where they can find newspapers, trade journals, magazines, and such literature as will appeal to the class of men who do not ordinarily use a library. It is the function of the library to educate the community to use books, and to do this it must assume new duties, until its influence touches the life of the community at every point."

Experiment. E. F. McCullough. Ind. State. Lib. Bull., No. 11: 2. Mr. '06.

When the library at Elwood, Indiana was opened it contained a men's smoking room in the sunniest corner of the basement. It was well furnished but the men did not come. Games were added and piles of old magazines, but still they did not come. Then a series of Sunday afternoon talks were held in the adjoining auditorium. By these the room was advertised and has since been considered a paying investment.

Innovation in library meetings. L. E. Stearns. Lib. J. 31: 55-7. F. '06.

The average librarian does not realize that the reading room is a public convenience and reformatory all in one. "competing with the saloon, the dive, the dance hall, the gaming table," to enter into this competition "there must be an atmosphere of welcome and a homelike feeling that breathes freedom and fellowship." Rigidity of rules, stiffness and conventionality will keep away those who most need to come. The proprietor of a popular amusement resort would not ring a bell at nine o'clock for his visitors to go. "His whole attitude and action will speak a welcome when you come, a pleasure while you stay and a God-speed when you go." "Public libraries should be regarded as centers of influence rather than as institutional or functional."

Libraries and recreation. E: McKnight. Lib. Assn. Rec. 7: 72-6. F. '05.

"The provision of the best books, and the best means of enabling the public to be furnished with those books, were considered not very long ago the be-all and end-all of the librarian's art." Now however there are evidences of a desire for extension in what are scarcely legitimate directions." Recently a deputation headed by Sir Oliver Lodge called upon the library committee at Birmingham and asked for "more general facilities in the city for the people to spend their leisure time indoors, where games, conversation and smoking might be permitted without charge." The expense is an objection to this but another reason for not permitting it is that the work of public libraries is not social reform. The experiment of opening a newspaper room where smoking was permitted has been tried at Chorley, but only a small percentage of those who used it smoked. Readers used the room because it was more quiet than the general reading room and because they could sit down and read the newspapers. As it did not serve the purpose it was opened for, it was dispensed with after five years of trial.

Library as a social center. G. Countryman. Pub. Lib. 11: 5-7. Ja. '06.

"If there is need of a home for social intercourse and amusement, the library may legitimately attempt to furnish such a home within its walls. If there are social or study clubs, organized labor guilds, or missionary societies, or any other organizations, encourage them to meet at the library, find out what they need, let them find out that the library is their co-operative partner. . . . The whole building at all times should be managed in the broadest spirit of hospitality; the atmosphere should be as gracious, kindly and sympathetic as one's own home. Then do away with all unnecessary restrictions take down all the bars, and try to put face to face our friends the books and our friends the people."

Library club room for men. M. Catlin. Wis. Lib. Bull. 2: 29-30. Mr. '06.

The club room is open to men and boys from 2 to 6 p. m. and to men (but not to boys under 16) from 6 to 10 p. m. The room contains a billiard table and games such as checkers, chess, dominoes, etc. It is also supplied with papers and magazines, the latter being principally technical. The club room supports itself, twenty

Libraries as social centers—Continued.

cents an hour being charged for the use of the billiard table. The room is principally patronized by boys from fourteen to twenty. Few men come, perhaps for one reason because smoking is not allowed. The attendance averages thirty-five during the evening. "I can safely say that our club room has been a success and is a most valuable adjunct to the library."

Library smoking room. E. McCullough. Pub. Lib. 11: 259. My. '06.

Library advertising.

Bulletin work of the Plainfield (N. J.) public library. E. L. Adams. Lib. J. 31: 23-4. Ja. '06.

The Plainfield library gives to each of two local papers about three-quarters of a column each week. The space is filled by articles on the work of the library and by lists of various sorts. The lists are often annotated. This work requires a good deal of time and thought but it pays even though the results are intangible. "It keeps the library before the people; it has improved the quality and increased the quantity of books read; it has increased the number and value of gifts; it helps to convince people that the public library is the place to go for material for an editorial, a sermon, a paper, or debate; for books which will help one in one's occupation in life, be it trade, profession or business; or philanthropic, religious or municipal work in which one may be engaged."

For dealers in intellectual wares. World's Work. 12: 7484. My. '06.

At the Enoch Pratt free library in Baltimore "Every month a collection of books of some particular kind is put in the delivery room, where visitors can easily see it. In January, it was a group of books on the fine arts, and the number of these volumes taken increased that month from 478 to 662. In February it was essays and miscellanies, and the increase was from 630 to 829. In March, it was biography, and the increase was from 535 to 731. In April, travel—increased from 206 to 470. Other libraries have proved the same fact—that when any kind of books is made easily accessible, the demand is greatly increased."

One way to popularize the library. E. W. Gaillard. Pub. Lib. 11: 12-4. Ja. '06.

In drawing attention to specific books many means have been adopted. Reading lists have been used, selected collections have been placed on open shelves, special labels have indicated values of books, monthly bulletins, annotated and unannotated have been sent out, booknotes have been sent to the daily press, postal card notices sent to borrowers, etc. In one of the branch libraries in New York all the books that are worth while on a given subject, regardless of classification have been shelved together and made prominent. Each collection has been made conspicuous in some pronounced way.

Reaching the people. P. B. Wright. Pub. Lib. 11: 237-40. My. '06.

Among the factors to be made use of in advertising the library are: 1. Bulletins which should contain as a chief feature annotated lists of the more important books added to the library. These bulletins should be circulated free of charge. 2. Notes in the newspapers. 3. Work with school children. 4. Special lists, slips and bookmarks. These must be timely and should be distributed freely.

Unintentional advertising. Pub. Lib. 11: 106-7. Mr. '06.

A librarian has a right and duty in deciding what books to buy but no librarian should announce through the newspapers what books are barred as objectionable.

Library assembly halls.

New York public library assembly halls. M. J. Simkhovitch. Char. 15: 885-6. Mr. 17, '06.

Libraries are maintained by taxation. Then the buildings should be freely used by the community. The library should be a neighborhood center. The halls may be used for "loan exhibitions of good pictures, flower shows, exhibitions by the Board of health, the Tenement house department, the Department of public charities, the Park department." "The halls ought to be open for the free discussion by the neighborhood of its neighborhood needs."

Library associations and clubs.

Innovation in library meetings. L. E. Stearns. Lib. J. 31: 55-7. F. '06.

In Wisconsin at a district library meeting only two papers were given by librarians and the rest of the time for a three session program was used by citizens who in various places had made thoro investigations of the local libraries, their needs, shortcomings and remedies. The session was most interesting.

Proposed associations of French librarians. Lib. J. 31: 173-4. Ap. '06.

Library extension.

Field libraries. M. Dewey. Dial. 40: 75-7. F. 1, '06.

Remarkable results have been obtained from traveling libraries but more good would be done if a traveling librarian could go with them, a "trained expert who is at heart the reader's sympathetic friend." This traveling librarian should be able to take his samples with him, and so he must have a book wagon holding perhaps about a thousand volumes. "With this equipment the man or woman with a genius for the work has a rare opportunity for usefulness." The book wagon should have its regular route repeating visits at intervals of a week or two weeks.

How a small library supplies a large number of people with books. M. L. Titcomb. Lib. J. 31: 51-4. F. '06.

The Washington county free library, Hagerstown, Md., was opened in August, 1901. The county has 28 voting districts and the second year after opening the library a deposit station was established in 23 of these districts. To these deposit stations a case of about 50 volumes was sent to be renewed every 60 or 90 days. All expenses were paid by the library. The stations were public places such as stores or post offices if possible. The second year Sunday school collections were sent out to places maintaining a Sunday school only, or to churches with no settled preaching. The books for these libraries were of real literary merit and of certain ethical influence. In 1905 there were 66 stations and two permanent reading rooms. Of the 66 stations 30 are off the line of railroad, trolley or stage and, to these a library wagon is sent, the janitor making the trips. He knows the people and also the library. The wagon holds about 300 volumes and cost \$175. The horses are hired from a livery stable. Between April 1st and October 1st, 1905, 1008 volumes were sent out by the wagon. They were almost without exception books of permanent value. Books have been sent to the public schools of the county and in some cases collections of mounted pictures which have been very popular.

Libraries and the counties. H. Farr. Lib. Assn. Rec. 8: 169-77. My. '06.

In England little has been done towards helping rural districts with library privileges. Any parish may adopt the public libraries act but the amount produced by the rate of a single parish is not enough to maintain a library, or

Library extension—Continued.

even a reading room. Provision for libraries in rural districts should be made by county councils, and the libraries act should be amended to enable county councils to adopt them for county areas.

Libraries and counties; discussion. Lib. Assn. Rec. 8: 207-16. My. '06.

Library extension and traveling libraries. bibliog. Chaut. 43: 277-82. My. '06.

Small library as a library center. E. F. Wakeman. Pub. Lib. 11: 9. Ja. '06.

Fairfield township in Massachusetts extends back six or eight miles from its center, too far for people to use the library resources unless the books are sent to them. Traveling libraries were sent out to private homes and to schools. Teachers report that children are delighted with the arrangement and as the teachers act as librarians they are able to help the children in their reading. In 1904-5 3546 volumes were circulated, 36 per cent being non-fiction. The library also loans supplementary reading to the schools.

Value of public libraries from educational and civic standpoints. W. P. Heyl. Munic. J. and Engineer. 20: 297-301. Ap. 4, '06.

"John Cotton Dana says, 'A proper and worthy aim of the public library is the supplying of books on every art, profession or handicraft that workers in every department of life, who care to study may perfect themselves in their work.' The public library, then, is a means of elevating and refining the taste for giving greater efficiency to every worker. Newark provides headquarters for four of the school supervisors. During the year 1904 sixty organizations held meetings in the library. These meetings were attended by over 14,000 persons. Special collections of books were sent out to 41 schools. There were 261 of these collections, totaling 11,367 books, which were circulated 67,000 times. Collections of libraries were also sent out to the halls of the firemen, to the police stations, hospitals, women's clubs, Board of trade and other organizations. . . . The public is learning that it can find in public libraries specialized information applicable to all sorts and conditions of every day life. . . . Many are the improved conditions both as to manufacturers and artisans, traceable to information received at a public library.'

Library history.

Modern public library. H. Bell. il. Book-lovers M. 7: 515-26. Ap. '06.

A discussion of the founding and career of the largest libraries in England, France, and the United States.

Library institutes.

Library institutes in Michigan. Pub. Lib. 11: 146-50. Mr. '06.

Library legislation. See Legislation.**Library methods.**

Library methods for school teachers. G. E. Salisbury. O. 37p. pa. 25c. '03. G. E. Salisbury, Whitewater state normal, Wis.

A handbook for teachers having township or high school libraries to care for.

Library methods in the business world. J. H. Canfield. Pub. Lib. 11: 244-6. My. '06.

Library training equips women especially those who have administrative ability to fill positions with business firms in caring for papers, records, etc. Within six years 15 have left the staff of Columbia college library to do such work and the results have been eminently satisfactory.

Public library of the District of Columbia as an organ of social advance. G. F. Bowerman. Char. 16: 105-10. Ap. 14, '06.

"To facilitate the use of books, to relieve the necessity of using the card catalogue on the part of the uninitiated or timid, an information desk has been established near the main entrance." The intelligent woman who is in charge "acts as hostess and guide to all and especially to first visitors to the library." Fiction forms a large part of the circulation. To stimulate the use of other books the library compiles for free distribution "selected and annotated lists on such subjects as birds, gardening, interesting biographies, summer travel and has in preparation lists on printing (one of Washington's most important industries), health and hygiene and the betterment of municipal conditions." The work for children is considered very important. "The story hour and colored picture books for the youngest children, and the reading circle for those older, bulletin boards with pictures and lists of books about the pictures are all used as adjuncts of this work." The lecture hall is used not only by the library but by the board of education, "and by numerous organizations which conduct lectures of popular interest and educational tendency." A study room has been fitted up for teachers. A monthly educational bulletin is issued and sent to the schools, public and private, and books are sent to high schools. Five social settlements distribute books.

Library of congress.

Discussion in congress. Cong. Record. 40: 4233-44. Mr. 22, '06.

Library organization.

How a town can get a library. J: C. Dana. Ind. 60: 1277-9. My. 31, '06.

"Your town has no library and you wish it to have one. . . . Write to the Publishing board of the American library association, 10½ Beacon Street, Boston, Mass., and tell them of your wish." They will send you a pamphlet "Why do we need a public library" for five cents. The public library commission at the capital of your state will also help you, by sending you the state library laws and instructions how to set them in action. Perhaps a professional promoter and organizer of libraries will be sent you by the state commission. Interview school teachers, lawyers, ministers, study clubs and public spirited people. The local paper will invariably also help. If there is already a library maintained by private subscription the friends and owners will usually surrender it to the public. Ask your state library commission for a traveling library. It will give you a chance to see who cares for books. "You can keep this library a few weeks or a few months and exchange it for another. If you succeed in establishing a local library you can supplement its books with one of these constantly changing collections." From the Boston headquarters you can get many helpful pamphlets on buildings, rooms and essentials of library management. Employ an expert to help the preliminary work of organization if you have money enough. If not find a wide-awake ambitious untrained person. Get for her the best things in print on library management. Send her to up-to-date libraries to see the practical things she reads about. "Give her full control and ask for results."

Organization of a library in a small town: a personal experience. E. D. Renninger. Lib. J. 31: 112-7. Mr. '06.

The library movement in the town had its origin in the local civic club and had \$1000 available. Rooms had been rented. There were four bookcases and less than 100 books. The organizer found little local enthusiasm or help except in the recently appointed librarian. An all-round library was desired. A campaign

Library organization—Continued.

was begun by sending items to the local press in order to interest the people. A selection of books up to \$1000 was made with the help of the A. L. A. catalog and other lists. Circulars were then sent out to the people asking them to contribute certain specified books or the money for them. The result was about \$900 in cash and 1500 volumes. From January to June through donations, concerts, sales, etc. \$800 was raised for current expenses. The library was opened with nearly 5000 volumes on the shelves. The circulation grew slowly but steadily and was helped by persistent advertising.

Library post.

Free mail transmission of library books.

A. E. Bostwick. Lib. J. 31:124. Mr. '06.

Books for the blind are on the free mailing list and from 30 to 50 per cent of those sent out by the New York public library go by mail or express. It seems fair to conclude that if books circulated by the libraries could be put in the second class list a large number of people would take advantage of the privilege.

Library schools.

Letters from librarians who have been in the schools. Pub. Lib. 11:137-43. Mr. '06.

Library schools and their ideals. Pub. Lib. 11:112-3. Mr. '06.

Summer library schools. Pub. Lib. 11:131-4. Mr. '06.

Symposium. Pub. Lib. 11:116-31. Mr. '06.

In this symposium the history, aims and requirements of the various library schools are given.

The Carnegie library of Pittsburg conducts a training school for children's librarians, organized in 1900. "Candidates presenting the best credentials as to education, previous experience and personal fitness" are admitted. A two year course is offered, also a special one-year course "open only to those who have had one year's instruction in an accredited library school and who are fully recommended by their library school directors." In the training two view points are kept in mind—that the children are being educated to use the adult library—and that the children's room takes the place of the child's own library. Training is given along lines of technical library work also along the lines specially applicable to the children's department. "More stress is laid on the student's ability to do practical work than on her examination papers." By special arrangement with the Western Reserve library school six months training may be taken there.

The Drexel institute, Philadelphia, library school was opened in 1892; and offers a one-year course. A high school education or equivalent is necessary for admission. Instruction is largely technical. The number of students that can be admitted is limited to 20.

The Indiana state normal school offers a course equivalent to one of four subjects for a year, credits for which are given on the regular curriculum of the school. The course is designed to give instruction on the use of the library in public school work. Instruction is given in the use of catalogs, indexes, reference books, etc., and in ordering, accessioning, classification, cataloging, etc.

The University of Illinois state library school was established at Armour Institute in 1893, and transferred to the University of Illinois in 1897. It offers a two years course and requires three years of university work for admittance. Practical work amounting to eight hours a day for three months is required of students. The teachers are engaged in practical library work. Any student at the university may elect any library elective for which he is prepared.

The Kansas State normal school at Emporia,

established a library course three years ago and gives a two year course.

The New York state library school was established in 1883 at Columbia university, and was transferred to Albany in 1889. It offers a two years course and requires a college diploma for admittance. At present the subjects taught are administrative, technical and bibliographic. About one ninth of the student's time is spent in practice work. It is proposed to strengthen the course in administration, leaving the major part of instruction in technical subjects to other schools. The present course is strongest on the scholarly side, viz. book selection, bibliography, and reference work.

The Pratt institute school of library training was established in 1891. It offers a two year course. It selects such applicants for admission as have the personal qualifications necessary for library workers. Stress is laid on practise work. "It attempts to send out graduates capable of growth and willing to grow rather than equipped with inflexible rules for everything, to which all practice must be made to conform."

Simmons college library school, Boston, was established in 1902. It requires a high school course or equivalent for admission. Instruction in library methods is given during all four college years, so that at the end each student has had one full year of technical library work and three years academic work. A one year course is offered to a limited number of graduates of other colleges. This course "must be supplemented by three months of approved experience in some library before a certificate can be granted."

The Southern library school at the Carnegie library of Atlanta was established in 1905. It offers a one-year course which is strictly elementary in character. "Especially attention is given to organization work and preparing the students to enter the library field enthusiastic home missionaries, capable of organizing new libraries in localities not enjoying public libraries."

The Wisconsin library school at Madison will be opened in the fall of 1906 by the Free library commission. It will offer a one year course. The entrance requirements will be the same as for admission to the University of Wisconsin, provided the preparatory work is such as would fit the applicant for library work. Special stress will be placed on apprentice work. At least ten weeks must be spent in a cooperative library doing actual library work.

Syracuse university—library economy department. M. J. Sibley. Pub. Lib. 11:262-3. My. '06.

A beginning of instruction was made in 1896. An equivalent of a high school course is required for admission. The course covers two years with over 3,000 hours of preparation and recitations.

Library training.

See also Library institutes; Library schools.

Is there a need for instruction in library methods by the normal schools and universities? F. B. Cooper. Wash. Lib. Assn. Bull. 2:1-5. Ap.; Same. Lib. J. 31:157-60. Ap. '06.

"The initial establishment of vital relations between children and the public library must be made before they leave the public school, hence the . . . necessity for teachers with the librarian spirit who have had something of the training of a librarian." The function of the teacher is increased if he can so instruct pupils that they are in command of books. "Familiarity with the sources of knowledge is quite as important these days as the possession of knowledge itself. . . . Familiarity with the aims, organization and cataloging and measures used to make the library a vital educational instrument is a desirable element in a teacher's

Library training—Continued.

equipment. . . . The teacher's course should also include instruction in the comparative value of dictionaries, indexes, cyclopaedias, and hand-books; also instructions designed to give knowledge of book reviews and magazines. . . .

To prepare teachers, and to render them as highly serviceable as training can make them is the business of normal school and college. To make teachers masters of subjects is highly essential, but it is also essential only in less degree, that they shall be prepared while in training to make effective use of books, the instruments of knowledge." A course of from three to six months would "give breadth and reach to the teacher's work, and satisfaction and confidence in her performance, which will more than offset the loss of an equal number of hours which might have been spent in some other way upon some other subject."

Library course given to city normal school students. L. M. Clatworthy. Lib. J. 31: 160-3. Ap. '06.

The Dayton, Ohio public library began in 1905 to offer students of the normal school a course in reference work for children and in the use of the library. The first course was very simple. Each student gave during five weeks 20 hours time to the work and received individual attention. The next course consisted of six lectures covering the use of books, their arrangement in a library, the making and use of a card catalog, reference books, bibliographies, and children's reading. The main feature to be taught to normal students is the use of children's books.

Library training in the library. K. L. Roberts. Pub. Lib. 11: 19-21. Ja. '06.

There is no question about the need for trained service. The question is whether training can be acquired only in a library school. Five or six years in a public library are worth more than two years in a library school. The school however tends to give one a broader view, training in all departments, intercourse with library workers, and enthusiasm.

Things needful in library training. C. Marvin. Pub. Lib. 11: 267. My. '06.

Librarians should understand "bookkeeping, office routine, business forms and methods." They should be able to purchase books and supplies to advantage. They should also know the state's relation to education and should keep posted on the courses of study pursued in the schools.

Training classes in libraries. Pub. Lib. 11: 134-6. Mr. '06.

Library training is given in many places to instruct the regular members of the staff in library methods and also to train apprentices for the work. In Brooklyn a high school education or equivalent is required of applicants and a seven months' apprenticeship is given. At the end of that time examinations are held and those passing them successfully are eligible to positions in the library. In Cincinnati instruction is given to the new workers in each department in the work of that department. As opportunity offers new members of the staff are sent to various departments so that they may receive a thorough training. In New York city the apprenticeship term lasts nine months "the proportion of time given by the student to receiving instruction and to doing practical work being about two to three. . . . Of 110 students who have gone through the class satisfactorily, 87 are now on the library force."

Training of librarians in the province of Ontario. E. A. Hardy. Pub. Lib. 11: 143-5. Mr. '06.

A plea for the establishment of county institutes in Ontario.

Training of teachers in library work. A. Cunningham. Ind. State Lib. Bull. No. 10: 1-2. F. '06.

"The teacher should . . . be instructed in the use of catalogs, indexes, classifications of books and the mechanical contrivances of authors. It is equally important that he know something of such general reference books or compends of knowledge, as encyclopaedias, dictionaries and atlases, which will save him much time and energy in extracting specific information. . . . As the teacher of children he must have a knowledge of children's books, that he may lead and direct them wisely in their choice of books. . . . The training of the librarian as an elective course, is therefore entirely within the scope of normal school work. Here it is necessary to teach in a practical way the selection and ordering of books, accessioning, classifying, cataloging, the preparation of books for the shelves, binding and repair, care of periodicals and pictures, charging systems, library laws and the general administration of libraries."

Loan department.
Seven-day book: why not transfer it? J. V. Cargill. Wis. Lib. Bull. 2: 44-5. My. '06.

The average borrower cannot understand why there is a restriction on transferring the seven-day book. He cannot see that when he returns a book wishing to have it transferred to another card "he has inside information that the book is being returned and the general public is discriminated against if the book is given to him." If this were done the impression would go out "that the newest books circulate among families and cliques to the exclusion of the general public. No favoritism, no partiality, is the note that should be sounded in our libraries. . . . To the small libraries I would say: Enforce your rules strictly with reference to the seven-day book. While most of you positively deny the advisability of this rule theoretically, we have under our present library conditions no alternative but to insist on its practice."

Local collections. See History.

Marking books.

Gold ink marking. M. R. Caldwell. Pub. Lib. 11: 24, 105-6. Ja., Mr. '06.

"We letter on the upper part of the book as close under the binder's title as we can" varnishing the binder's strip. The varnish preserves rather than injures the bindings. "The gold ink is a little difficult to work when one begins. A straight stub pen—without any indentation in it—must be used, as it carries the ink better than any other kind. Then the bottle of ink must be well shaken, and continually shaken every time the pen is put into it, in order to keep the gold stirred up in the liquid. If too thick, thin with a little water." The ink used is "prepared by Devoe & Co., corner Fulton and Williams sts., New York, price 25 cents per bottle. We have used several other makes, and so far have had but one poor bottle of ink." A World no. 25 round point pen made by D. Howard Hunt Co. and sold by Wanamaker is used. Books will have to be remarked occasionally with any process of marking except tooling. "The varnish is the Lucas orange shellac. We thin the wood alcohol until it covers smoothly. One must be careful not to work the varnish much, as this turns it white."

Museums.

Library of the New York Metropolitan museum of art. Lib. J. 31: 125-6. Mr. '06.

"The addition of a well-selected reference li-

Museums—*Continued.*

brary to an art museum insures a completeness which no available amount of objects or specimens could otherwise affect. Such a library must be distinctly specialist, its field strictly confined to the classes of objects within the scope of the museum, and rare works or early editions should show progress in the history of books, or of their illustrations or bindings."

Museum as an aid to libraries. Pub. Lib. 11: 35-7. Ja. '06.

The commercial museum of Philadelphia has collections which include both books and articles. "The Japanese collection, for example, contained articles of bamboo, lacquer, cloisonné . . . silk weaving and silk embroidery, clothing, porcelain, paper in many forms, dried fruits, rice, straw, china, grass . . . metal work and wooden braids . . . Included in each book collection, are 250 photographs with printed descriptions on the back of each."

Museum auxiliaries in libraries. C: E. Brown. Wis. Lib. Bull. 2: 31-2. Ap. '06.

Open shelves. See Access to shelves.

Organization of libraries. See Library organization.

Periodicals.

Classified list of current periodicals: a guide to the selection of magazine literature. J. D. Brown. *6d. Library association, Lond.

A classified list of 768 of the principal magazines of the world, selected by the librarians of various important countries.

Making the most of a magazine subscription. Wis. Lib. Bull. 2: 48. My. '06.

"Few books come into a library . . . that the patrons enjoy as they do the current magazines. After the current number has served its time on the reading tables, there is no reason why it should not circulate for a month, and still be in excellent condition for binding. . . . There is no better way for a library to make the most of its resources than through its current magazines. . . . The numbers when circulating should be placed in temporary binders, fitted with a pocket and book card."

Pictures.

Library pictures. M. Dewey. Pub. Lib. 11: 10-1. Ja. '06.

A library has come to mean "the central agency for disseminating information, innocent recreation, or, best of all inspiration among the people." If this can be done better by pictures than books, pictures should become a part of the library's equipment. The New York state library now owns 60,000 pictures.

Local and county photographic surveys. T. Duckworth. Lib. Assn. Rec. 7: 19-30. Ja. '05.

Picture work in the New Rochelle public library. J. F. Brainerd. Pub. Lib. 11: 255-6. My. '06.

Pictures are collected, classified and loaned. Many of the collections are made with special reference to the schools and are loaned to teachers.

Postage on books. See Library post.

Printing.

Author and printer. A guide for authors, editors, printers, correctors of the press, compositors and typists. F. H. Collins. O. xv, 408p. *5s. '06. H. Frowde, London.

Book of specimens. Stanhope press. O. 16+452p. il. pl. por. maps. facsim. ¾ mor. \$7.50. '05. F. H. Gilson co., Boston.

Library printing. J: C. Dana. il. Printing Art. 6: 284-90. Ja. '06.

A great revival of interest in printing has taken place in recent years, in which librarians have had a share. They can do much to further this good work by furnishing specific examples of good printing. Library printing is of much more consequence than serving merely as a vehicle of information. "We look upon print so much that we could get from it much training in the appreciation and enjoyment of good design if the fundamental principles of good form were more often considered in it. Librarians are guardians of books and good printing. They should try to have all the print they issue, from the simplest blank to the most elaborate catalogue, so excellent of its kind that it will help by example to train all who see it in the appreciation of good design. Therefore printing should be a personal study for all librarians and they should endeavor to put the result of their study into practice. . . . If the librarian realizes that he is exerting an influence for education in printing every time he puts out an example of it, and if he realizes that of all the arts that of printing is the one which most immediately concerns him and the one which he as a guardian of print, is obligated chiefly to sustain, he will not only study printing, but will insist on making it good and will pay the price which it costs." Excellent exhibits of the more common library forms accompany the article which is in its own typography a model of printing.

Public documents.

Classifying and cataloging public documents. W: R. Reinick. Pub. Lib. 11: 51-3. F. '06.

Concerning publications of U. S. Department of agriculture. Pub. Lib. 11: 106. Mr. '06.

Leaflets issued without serial numbers by the Department of Agriculture are not considered as publications by that department. They are printed for use in correspondence and should not be distributed to, or listed by libraries says Jos. A. Arnold, acting editor and chief of the division of publication, Department of Agriculture.

Government documents. Dial. 40: 283-5. My. 1, '06.

State publications. R: R. Bowker. 4 pts. \$10. '06. Pub. weekly.

A provisional list of the official publications of the several states of the United States from their organization. Pt. 1: New England states; pt. 2: North central states; pt. 3: Western states and territories; pt. 4: Southern states.

United States government documents. James Ingersoll Wyer, jr. (Bulletin 102. Library school 21. New York state library.) O. 7-78p. pa. 15c. '06. N. Y. state education dept.

A valuable pamphlet for librarians. It discusses the production and nature of government publications; how they may be acquired; the method of arrangement and classification in libraries; rules for cataloging; and a list of the indexes to them that have been published.

Public documents—Continued

What shall we do with public documents?
W: S. Rossiter. *Atlan.* 97; 560-5. Ap. '06.

A statement concerning the increase in the number of government publications, the present method of distribution, and the system of distribution by sale.

Reading.

Delights of indiscriminate reading. P. F. Bicknell. *Dial.* 40: 111-2. F. 16, '06.

Direction for popular readers. E. A. Baker. *Contemp.* 89: 498-504. Ap. '06.

Guide-books to books are badly needed. Half the reader's efforts are wasted in finding out the right books. "A well-organized library . . . not only provides books, but offers its readers invaluable guidance in the choice of books. . . . To carry on such a work efficiently, a librarian should be a man not only with a liberal education, but specially educated in the science of books." Mr. Baker gives a list of guide-books to books with characterizations of the same.

Great commonplaces of reading. J. Morley. *Critic.* 48: 144-52. F. '06.

"The object of reading is not to dip into everything that even wise men have ever written. . . . Most books worth reading once are worth reading twice and what is most important of all—the masterpieces of literature are worth reading a thousand times. It is a great mistake to think that because you have read a masterpiece once or twice, or ten times, therefore you have done with it. Because it is a masterpiece, you ought to live with it, and make it a part of your daily life."

Helping those who might learn to care for books. *Dial.* 40: 109-10. F. 16, '06.

Many unfortunates are toiling thru artificially planned courses of reading and are but little stimulated to a love of literature. A "simple suggestion, in the line of an interest already existing, made by some person with a sympathetic insight into the workings of the inquirer's mind" would be far better. "This is the method by which library workers are to-day throughout the country stimulating young readers, and unobtrusively leading them into the pleasant paths of literature."

On reading. G. Brandes. *Internat.* 12: 273-92. Ja. '06.

A discussion of what people should read and the way to read.

Reading of the modern girl. F. B. Low. *19th Cent.* 59: 278-87. F.; Same. *Liv. Age.* 249: 195-202. Ap. 28, '06.

What do young men read? *Pub. Lib.* 11: 252. My. '06.

What people read. F. Bell. *Liv. Age.* 248: 264-73. F. 3, '06.

What the American public is reading. E. L. Shueman. *Pub. Lib.* 11: 190. Ap. '06.

"Because 40 per cent of the books read at the present time are fiction it is folly to jump to the conclusion that public taste is deteriorating. . . . It should be remembered that no immoral book has ever been on the list of best sellers, and that American people are averse to anything morbid or pessimistic, but demand, as a rule, clean and wholesome reading."

Reading lists.

Library magazines: their preparation and production. W. C. B. Sayers and J. D. Stewart. *Lib. World.* 8: 147-52. D. '05.

"The reading list offers unrivalled facilities for bringing before the public the literature of

a particular subject. . . . Wherever the issue of frequent topical reading lists has been introduced, there has been an improvement in the character of the reading and enhanced public interest. . . . Primarily the reading list is topical. It is designed to guide the reader in the choice of books dealing with a current topic. Secondly, it is a guide to the choice of books on any topic. . . . The choice of a subject is largely a matter of discretion; the cardinal point to remember is that it should be one that is alive at the moment. . . . The list must be so arranged as to be equally useful to the student of the subject and to the man who simply wants to know something about it. Therefore all essential information must be given briefly, and arranged clearly. . . . Wherever possible, the arrangement of the subject headings of the classification adopted should be from general to special. This ensures that references to general works reviewing the whole of the subject, and therefore answering the requirements of the greater number of readers, are given first, and that references to other works follow in the order of their comprehensiveness."

Reference books.

Reference books of 1905. A. B. Kroeger. *Lib. J.* 31: 3-7. Ja. '06.

Repairing. See Binding and repairing.

School libraries.

Co-operation between school library and the public library. *Minn. Pub. Lib. Com. Notes.* 7: 2-4. Ap. '06.

In Minnesota the school library is generally open to the public but in most cases it is little used except by pupils. Nearly all school libraries circulate books in the homes of children. But "the school library cannot fulfil the function of a public library" because it must consider the needs of the children first of all. Schools should build up reference libraries which have a direct bearing upon the pupils' studies. Minnesota, "regarding a library as a necessity in every school, . . . has made generous appropriations for these, allowing \$20.00 to each school district the first year and \$10.00 each succeeding year on condition of an equal amount being expended by the district for purchase of books from approved lists. The annual appropriation for this purpose is now \$20,000." There are now "5,578 school libraries in Minnesota having on their shelves a total of 732,760 volumes, with an estimated value of \$512,216."

Library in the school. *Dial.* 40: 73-5. F. 1, '06.

In elementary schools a few reference books "and a carefully-chosen circulating library should suffice." In high schools the case is different. In the high school the library is the laboratory for "fully one-half of the entire work done by students of the school." Yet often the natural sciences have twenty times as much laboratory space assigned them as is given to the library. "The library must be large enough to accommodate all the classes that need to use it. . . . It must be provided with many books, and often with many copies of the same book, which is quite as necessary a thing to do as to provide many microscopes for students of biology and many balances for students of chemistry. And it must have a generous appropriation for its maintenance, which means that the total sum annually available for school supplies ought to be apportioned about equally between the library and laboratories. It is a matter of the barest justice that as much money should be spent upon books as upon biological supplies and chemical glassware and reagents." The use of books should be learned while in school. "The average stu-

School libraries—Continued.

dent in a high school does not know the difference between a table of contents and an index, does not know what a concordance is, does not know how to find what he wants in an encyclopedia, does not even know that a dictionary has many other uses besides that of supplying definitions."

School libraries. J. D. Stewart. Lib. World. 8: 173-7. Ja. '06.

School libraries prepare the child for using the public library and for using books in general in after life. About 9000 out of 20,000 schools in England are provided with libraries. The most satisfactory way of managing them is by a joint education and library committee. Managed by the education committee alone there is rarely a representative selection of books, and no trained supervision. The education authority instead of distributing the books freely uses them as a sort of good conduct badge. Under the method of joint control the education committee bears all the expenses, and the library does all the work. A special assistant should devote all his time to school library work. The selection of books should be as representative as possible. A catalog should be compiled for the use of children, not adults. The word pictures instead of ill. or illus. might well be used. "When the books are being catalogued, they should also be marked or graded according to the age of the children [who are to use them]. . . This mark will be found a great help when apportioning the books to schools."

Special collections.

Classification and arrangement of local collections. R. T. Richardson. Lib. Assn. Rec. 7: 12-8. Ja. '05.

Local and county photographic surveys. T. Duckworth. Lib. Assn. Rec. 7: 19-30. Ja. '05.

Local collections should include photographs of old buildings, the daily appearance of the streets, the scenery, monuments, life, natural history, and facts of the county as they exist today. "The agricultural life of the rural counties and the manufacturing and mining industries of our towns and cities should be noted. Pictures of typical agricultural implements and industrial machinery should be taken from time to time. In order that the gradual evolution from the simple to the more complex may be pictorially shown. . . Portraits of all persons, men and women, whose lives have been closely associated with the intellectual welfare and progress of any locality should be carefully preserved for posterity." Views should be had of any archaeological remains, of all the principal buildings of the town, of landscapes and of the fauna and flora of the district. Uniformity in sizes of prints and mounts is desirable. Each photograph should be dated and cataloged under its photographer, subject and locality. The photographs should be stored in suitable cases in order to be readily accessible for issue.

Local collections: what should be collected and how to obtain materials. W. H. K. Wright. Lib. Assn. Rec. 7: 1-11. Ja. '05.

Special libraries. R. H. Whitten. Lib. J. 31: 12-4. Ja. '06.

"In the great library the general collection should primarily be used to supplement the special libraries clustered about it. "Of course the special library should have a special staff and special methods, but the one important thing to be aimed at is quick service. "speed in placing desired material before the man

who does not know where to look for it." Quick service would make the library a vital force in the everyday social, industrial and commercial life of the community." To attain quick service all material bearing on a subject must be brought together in compact form. Cut up periodicals and books to attain this result. By the old method one consults the catalog to find a number of magazine articles on a subject. Then it takes a long time to have the volumes containing the articles brought to his table. He then looks over the pile and picks out what he wants. In the other case "he goes to the vertical file, picks out a handful of articles on the subject, selects the one or two desired, the whole operation occupying only a few minutes. . . The special library is used by busy men in the consideration of problems that often do not admit of long delays for the bringing together of desired material. The clipping and classifying of articles saves the time of the librarian and of the reader and multiplies the use to which the material is put."

Stamping illustrations.

Stamping library books. A. T. Dyson. New York Times. 11: 326. My. 19, '06.

"Let the half tones, photographures, etchings, steels, and what not show forth in all their beauty, without the stamp imprint blotting out some of the artistic quality of the picture." The spoliation of illustrations in volumes loaned seems unnecessary. If some readers are dishonest, the great majority are not.

State aid to libraries.

Discussion. Lib. Assn. Rec. 7: 91-3. F. '05.

State documents. See Public documents.

State libraries.

Broadening of state libraries. M. Dewey. Pub. Lib. 11: 22. Ja. '06.

In many states there are library commissions without books, buildings, etc., and on the other hand, state libraries with books, buildings and staff but no zeal for public work. The two should be merged to insure economy and efficiency. The state library should be the centre for library work in the state. The Washington state library under the new law has three divisions. First, the library proper in the capitol planned for a splendid reference library. Second, the division of public documents. "It receives all printed documents from the various officers as soon as issued and supervises their distribution and sales." Third, the educational branch which "supervises public libraries of the state, works for their establishment where they can be supported, visits, aids, instructs, collects and publishes statistics, helps to plan buildings, to organize new and reorganize old libraries under modern methods." It also sends out traveling libraries to small communities.

Statistics.

Public, society, and school libraries; statistics for 1903. (In Report of the commissioner of education for 1903. 1: 759-1017.)

Stealing. See Thefts.

Story telling.

List of good stories to tell to children under twelve years of age with a brief account of the story hour conducted by the children's department. O. pa. 31p. '06. Carnegie Library, Pittsburgh.

Systematic story telling was inaugurated in the Pittsburgh library in 1899. "After a few

months a change was seen in the children's reading. The stories had been selected from Shakespeare's plays and there was an increasing demand for books containing the stories. The attendance at all the story hours from the autumn of 1900 to the first of February 1906 was 106,039. Story telling to children takes careful training and preparation as well as ability on the part of the story teller, and this library has always considered the training and preparation to be so important that all its children's librarians who tell stories to children have received special instruction in the training school for children's librarians conducted by the library."

Sunday opening.

Sunday opening of free libraries. A. C. Shaw. Lib. Assn. Rec. 8: 79-88. Mr. '06.

The Birmingham, England library has been opened on Sundays from 3 till 9 p. m., since 1872. "In 1873 the average issue on Sundays was 273, in 1883 the issue had grown to 588, in 1893 it was 424, and in 1903-4 it has increased to 1,002." In 1902 a wing of the lending library was opened for boys who come principally to look at the illustrated papers. Though they do not read much they are certainly better employed there than they would be in running the streets. Artisans and shopmen are more numerous in proportion on Sundays than on week days. Figures show "the reading on Sundays is of a more recreative and less studious character than in the week." "When we remember the kind of homes in which some of our fellow-citizens live, when we remember too the numbers of young men away from home influences who are resident in great cities, it seems to me that libraries in providing them on Sundays with a place to read in, and books to read are doing what may well be called a noble work." "The question to be considered is not now so much 'Is it right' or 'Is it wrong,' but is the use likely to be made of the library on Sunday commensurate with its cost. . . . In the case of a library whose resources are already absorbed to the last penny, it would be unwise to incur the additional expense entailed by Sunday opening. . . . In all great centres of population Sunday opening is desirable, and the library is scarcely doing its full work unless some such provision is made."

Thefts.

Biblio-kleptomania, and how to check it. M. Hyamson. Lib. World. 8: 207-8. F. '06.

Traveling libraries.

Choice of books in traveling libraries. K. I. MacDonald. Wis. Lib. Bull. 2: 39-43. My. '06.

Books in traveling libraries stand on their own merits. They do not have the skilled librarian at hand to advertise them. "Since this the case too much consideration cannot be given to the character of the book, the edition, the print, the paper, to the smallest detail of the physical makeup." Statistics show that books on agriculture, gardening, birds, etc., are little used in rural communities, no matter how attractive they are. Neither are books on civic improvement much called for even in small towns where improvements are being made. Poetry is apparently little appreciated. Books on sociology and economics even the popularly written are seldom called for. Biography has a rather small but steady circulation, modern characters whose names are tolerably familiar being pre-

ferred. Two volume sets are rarely read and this applies also to histories. Foreigners read more American history than native born citizens. Books of travel are read more than any other non-fiction. Travel combined with adventure appeals especially to readers of traveling libraries. In fiction, books of the day are given the preference. "The historical novel, the story of action, the simple love story, the latest much-talked-of tale of ubiquitous advertisement, and the story of mystery are issued oftenest." Standard fiction such as Scott, Thackeray, Dickens and Elliot, are little called for unless they are in attractive editions and excellent type. The greatest demand is for juvenile literature. "Physical attractiveness of page and cover bears a very distinct relation to popularity with children. The book with a cover that looks like a school book does not appeal. . . . Children's non-fiction is more read than adult. . . . Books about inventions are in demand and we can never find enough of adventure like the books on Custer, Forsyth's Thrilling days of army life, Moffet's Careers of danger and daring, Famous prison escapes in the Civil war, Kieffer's Recollections of a drummer boy, Hill's Fighting a fire, Frothingham's Sea fighters from Drake to Farragut, Du Chailly's travels and others of the kind." Bound volumes of St. Nicholas are always enjoyed.

Library extension. bibliog. Chaut. 43: 277, 279. My. '06.

"The traveling library consists of a small set of books and magazines put up in a suitable trunk or box for transportation by freight, er!SRbousB..stVI e tsh ra od il idlu lwyp p wagon or mule back. These libraries are usually sent out by a state library commission or a woman's club. They are of three classes; for towns or neighborhoods altogether lacking in library facilities; for classes or clubs desiring selected material for study work; for smaller public libraries to meet temporary need of books which cannot wisely be purchased. . . . When one considers that these libraries cost but \$50 each and that they go to isolated communities where the books are not only read, but talked over again and again, and often change the whole current of neighborhood thought and talk, it is apparent that few means of education can do so much for better citizenship in proportion to their cost. . . . It is after all, not the few great libraries, but the thousand small, that may do the most for the people."

Trustees.

What a trustee can do to help the librarian. J. M. Pereles. Wis. Lib. Bull. 2: 25-6. Mr. '06.

"The trustee should be a business man, with executive ability" able to observe the affairs of the library and to offer criticism and suggestions in a tactful manner. "The librarian has the control and management of the library; he should have the power to select and direct the purchases of books necessary for public use in the library. However, he ought at all times to seek and obtain the cooperation and advice of the trustee. Thus, one will be of great benefit to the other, and the public will secure that for which it pays." It is better to have a small membership for the board of trustees. From five to nine is a suitable number. The trustees should attend to the problem of securing the income for the library. They should bring to the attention of the public the propriety of donations and legacies.

Vol. I.

DECEMBER, 1906.

No. 3.

LIBRARY WORK

A BIBLIOGRAPHY AND DIGEST OF
CURRENT LIBRARY LITERATURE



THE numbers as issued will include, in addition to a bibliography of current library literature, notes on library progress and items of interest to librarians. Current numbers sent free to librarians on request. Back numbers 25 cents per copy



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Taine's History of English Literature. 2 vols. 8vo., cloth, slightly worn. 1887, Chatto & Windus. \$1.80.

Warner's Library of the World's Best Literature. Profusely illust., with colored plates, photogravures, portraits, facsimiles, etc., etc. 45 vols. 8vo, cloth. N. Y. [1896]. A fine set of the "Connoisseur's" edition, limited to 500 copies. \$58.00.

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THE MAKING OF TRADE CATALOGS.

The making of book catalogs, like the making of most things, has its difficulties. The profession does not, so far as we know, entail any physical discomfort or danger; in the classification of diseases we have seen nothing like catalogers' colic, for example. But this does not prove that catalogers are without their troubles. If the profession should ever rise to the distinction of having a disease of its own, the infirmity might be called catalogers' conscience. For the development of an ought-not-to-have-done and left-undone conscience the profession of cataloging is without an equal. The unclassified or improperly classified book, the ill-chosen subject heading, the unnecessary or misleading cross reference, the incorrect author's name, are a few of the guilty and uneasy ghosts which shadow the steps of the cataloger. They appear to him at any hour of the day or night; while in conversation with a friend, or on a solitary ramble by the river bank. From the clear running stream or from the stolid pavement; from the delicate shifting cloud or from the unblinking brass knob of a bedpost, the accusing book is likely to stand forth, and demand the why and wherefore of its classification. "Why, in the name of intelligence and common sense," says the book, "am I to be classed under malodorous chemistry, when I belong under beautiful mathematics?" "But your only title was 'Course of modern analysis,'" suggests the humble cataloger. "True," says the book, "but is there no other analysis than chemical analysis? And don't you know that my author is a mathematician?" A second book follows with wan face and reproachful eyes and bewails the injustice that denied to it a subject entry

while some of its fellows, more religious perhaps but not a whit better, have been given a generous representation. "But I could not tell from your title what you were about," ventures the crest-fallen cataloger, trying to hide his evident guilt with a dash of bravado. "And"—gaining courage—"I could find no review of you in any magazine. I hunted everywhere. Nor could I find anything about your author. What if I should have put 'Annals of the Corinthians' under Corinth or perhaps even under Bible—New Testament, only to discover too late that you were all about football?" But in his heart the cataloger knows that this ignorance of the mathematician and of the Corinthians is inexcusable. He may seek a balm for his conscience by recalling the mistakes of other catalogers. He reminds himself of the Copyright entry for Rev. E. A. Larrabee's "Prayers at mass," which was under the heading "Catholic church—Liturgy and ritual," and ask, "why if the expert government cataloger is not familiar enough with the various religious dialects to discover a high-church Episcopalian, should I be blamed for not knowing the vocabulary of sport?" But at the same time he knows that the cases are in no way parallel and that his own sin is much more culpable. In vain he recalls the happy instinct which had saved him from putting "kitchen-gardening" under Gardening altho there was no information at hand to show that the book was on domestic science; he had not, as another cataloger had done, put Kales's "Conditional and future interests" under Interest; he had not put Dickson's "Linear groups" under Botany; he had not entered "Moral drill" under Drills, Fancy; he had not sunk in the bottom of the sea under Marine geology a discussion of "Living millstones" i.e. Shark's teeth, as did a fellow cataloger; against the strongest circumstantial evidence he refrained from putting under Lumbering, "Minnesota diary" written by P. M. Woodman and published from the Lumber Exchange building. He may recall his "trained assistant" who classified "Behind the scenes" and "Before the footlights," books pub-

lished by the American Baptist association and concerned with Baptist faith and practice, under Actors and acting. Surely other catalogs contain serious errors; but the fact remains that many books are entered in his catalog where they ought not to be and many are not where they ought to be.

The classification of books is, of course, a much greater difficulty to the maker of trade catalogs than to the cataloger of libraries, who need never be in doubt as to the contents of a volume; but the choice of a proper subject heading is a difficulty common to both. The cataloger takes great thought and pains to select just the proper word to cover a particular subject; he consults encyclopaedias and other available catalogs; he looks over magazine articles on the subject to find how the thing is commonly called; he hunts up indexes to periodicals devoted perhaps to this special topic; he tries it on the family; and is sure at last that he has found exactly the right word: When lo! the very next article he reads in one of his library journals holds up to scorn if not to ridicule his cherished heading. Whichever way he turns the accusing finger of the reference librarian aims unerringly at his guilty brow and he wonders how he could have been idiotic enough to choose so inappropriate a heading. All the follies he has committed from childhood up seem like wisdom compared with this latest imbecility. Why at least had he betrayed his utter lack of resourcefulness by choosing an inverted heading when he knows that all the canons of taste condemn it; why had he used a subdivision under a subject when an adjective modifier would have been the proper form; or why had he chosen the adjective modifier when a subdivision was the obvious choice to make.

In an attempt to atone for shortcomings in one direction by extraordinary efforts at virtue in another, the conscience-stricken cataloger bends his supererogatory energies to the so-called cross references. He will REFER. He takes a worm's-eye view of the entire field. He refers the users of his catalog from each and every subject to collateral and more or less nearly related subjects under which in his untrustworthy judgment certain books may have been placed. Does a glow of satisfaction ease for a moment his guilty conscience? Woe to the cataloger who is at ease. Prophetic voices ring in his ears and from their convicting echoes there is no escape. "Those cross-references would never be missed." "They are so called from the effect they have on the patrons." "They are apparently made not to help the user of the catalog but to show how much the cataloger knows." Yes, his penitential activities have been as a matter of fact a penance to his fellows. He has wasted precious time which should have been spent in giving his patrons some information they need.

He dares not estimate his guilt in pounds and cents. Enough that he has been losing money for work that might be left undone. He need not even have sought to correct that reference in his proof, Baptists, See also Drunkards.

But if the cataloger despairs of the subject part of his catalog proving as creditable, he may at least do his duty by the author part. He is careful to enter the full name of the author, as he distrusts that this sometimes avoids confusion. He finds in a book list, a work by H. M. Vaughn. He cannot find the book in his own catalog or on the cards on which he keeps material that is not yet cataloged. "H. Melville" has a familiar ring; he finally discovers a card for the book with the author's correct name, H. M. Maugham. He finds in the same book list, Griffith, Thomas W. H., and the familiar jingle of Griffith and Thomas leads him to look in his own catalog under Thomas H. Griffith, where the book has been properly placed. In the same way he discovers a book by William Ingraham under William Ingraham; and Edward Benson, Edward White. He comes to the conclusion that an author should have his complete tag and he instructs his assistants to hunt for full names. If you don't find them in the general catalog, graphical dictionaries, look in the catalog of the Pittsburg Carnegie library, Whittaker's reference catalog, Hinrich's German catalog, Lorenz's French catalog; look in the college catalogs, United States army and navy lists, Whittaker's Churchman's catalog, The Catholic directory, if your book belongs in one of the classes to which these books are devoted. Perhaps he has read a magazine article. Look him up in the *Readers' Guide*. And the assistant works with commendable zeal. A search is made for the full names of authors: H.; William, I.; Bear, Johnny; Bow, Tammany; Gosh (Latest things in machines and other hot air essays, Gosh!). But tho these are not enough full names appear to make no showing. Surely, at last, here is something that looks like cataloging, thinks the cataloger, beaming with ill-concealed satisfaction. He is not, however, to escape easily from his sins. He is confronted with them publicly, when the patrons "most do congregate". "What is he asked 'should an unholy joy'?" the cataloger's heart when he has searched records and restored to an author a name or a few initials which the author has discarded as superfluous. Librarians seem to be the only people in the world who have a constitutional unwillingness to let a man overcome the injustice of his prodigality of his sponsors in baptizing books.

*Agnes Van Valkenburgh. *Common sense in cataloging small libraries. Papers and proceedings of the A. L. A., 1906 p. 129.*

The cataloger is dumb before such an arraignment. His load of guilt has grown to such proportions that he cannot summon his old bravado to make even a half-hearted defence. The majestic wrath of the author, who commands him to "correct at once" seems wholly justified. He reads with no surprise, a letter from a Western author inquiring, "How in the name of the devil did you folks get hold of my middle name?" Yes, he has been in league with the powers of darkness to pry into the secrets of innocent and helpless men. What avails the excuse that Satan was arrayed as an angel of light.

These are a few of the cataloger's troubles. That he himself is largely responsible for them makes them no easier to bear. But these are not all his difficulties by any means. The maker of trade catalogs has a large number of troubles for which he is in no way to blame and which would move to pity even the reference librarian were they all to be told. The story is too pathetic for the holiday season.

M. E. P.

MISCELLANY

"The love of books is a love which requires neither justification, apology, nor defence."—Longford.

A prominent librarian stated to one of our representatives not long ago that the United States Catalog and the Catalog of the British Museum are the two greatest bibliographical undertakings that the world has ever seen. Further, from the point of view of this country's needs, that the United States Catalog surpasses the other, and that it is not possible for the average library to place an estimate upon its value. "The only wonder," he said, "is how the library world managed so long without it."

The Baker and Taylor Company is sending out the second revision of the "Standard Library Catalogue." It contains the titles of 2500 approved books selected from the lists of all publishers, forming a complete and well-balanced library of books recommended by the highest library authorities and affording through its classification of subjects a basis of selection for libraries of a smaller number of books or for additions to established libraries.

France is falling into line with the modern library movement of a national organization. "The circular announcement of the proposed library association outlines also various means by which the efficiency of French libraries may be strengthened. Particularly interesting is the suggestion that the proposed association should undertake to revive and continue the index to French periodicals, initiated by M. Jordell—a project that would be extremely useful not only to the libraries of France but to

all users of bibliographical tools."—Library Journal.

An interesting article appears in the "World's Work" of June, 1906, on "Cataloging Acquaintances." A young bond broker demonstrates the value of jotting down personal information concerning each new acquaintance and filing it in card catalog for future use. Not only in bond brokerage but "in politics where a wide acquaintance is a necessity, it is almost indispensable to those without phenomenal memories. . . . It is just as valuable to traveling salesmen, to lawyers, and to engineers; in fact, to everybody but hermits, a wide acquaintance, geographically, as well as numerically, is a valuable business asset."

Of John Cotton Dana's "Notes on Book-binding for Libraries" the Nation says: "It covers a field and renders a service all its own. The problem with which it deals is purely a library problem, and, more particularly, a public library problem. It makes no pretence of contributing anything to the art or craft of book making; its aim is to give to librarians such an elementary knowledge of this craft that they may intelligently decide upon the methods



Andrew Carnegie as he appears in a series of fourteen portraits by the English caricaturist, Joseph Simpson. He is drawn remarkably true to life, humor accentuating physical peculiarities.

and materials that are best adapted to their needs. The point of view is purely the economic one—how shall the library bind its books so as to secure the largest possible service at the least cost."

Isn't It Great!

Oh, isn't it great to be "up-to-date"!
And live in this year of grace,
With a system and place for everything,
Tho' nobody knows the place!
We've an index card for each thing we do,
And everything under the sun;
It takes so long to fill out the cards,
We never get anything done.
We've loose-leaf ledgers for saving time,
The Lord knows what they cost!
When half our time is spent each day
Hunting for leaves that are lost.
And sectional this and sectional that
(We'll soon have sectional legs);
I dreamt last night that I made a meal
Of sectional ham and eggs.
I dreamt I lived in a sectional house,
And rode a sectional "hoss,"
And drew my pay in sections from
A sectional "section-boss."
Oh, isn't it great to be "up-to-date"!
And live in this age of grace,
With a system and place for everything,
Tho' nobody knows the place!
—Library World.

A small boy calling at a public library for a book for his mother recently said: "She don't want none of them seven-day kind, though, 'cause we had some living down by our house and she didn't like them."—Public Libraries.

Wasn't Worth While.—"De Riter tells me that for a whole year he didn't write a thing that was worth while." "Yes, I believe it took him a year to write that latest novel of his."—Philadelphia Press.

Only.—He: Have you had any time to read my book yet?

She: No—only the last few pages.—Life.

The Real Trouble.—"Has the circulation of the magazine gone up?"

"No. but the magazine has."—Life.

"So you want to marry my daughter, do you, young man?" asked the grouty father.

"Ye-s, s-i-r," stammered the young man.

"Well, can you support a family?"

"How many are there of you, sir?"

"The world is so full of a number of things. I'm sure we should all be as happy as kings."

Yesterday a lady came in, and with a confident smile, asked for "The House That Laughs," by Esther Waters; I took a minute or two to think it over, and when I brought her "The House of Mirth," by Edith Wharton, she said that it was all

right, just the same cover that they showed her in the shop."

Hotel Clerk: "What did the great singer wish?"

Bell Boy: "He rang to see if there was anyone in the hotel who would run over a few things with him."

Hotel Clerk: "Send up a chauffeur."

A man in charge of a department in a large reference library in Philadelphia was asked by a woman caller for a book on geology. She sat and read it all day. The next day she called for a book on botany. For four successive days she read history, astronomy, essays and photography. On the last day she returned the book and confided to the man in charge that she did not know what to read during the next week.

"What is the object of your reading?" he inquired.

"Well, it's this way," said the woman. "I wasn't well educated, and I don't play the piano or sing—and—" She hesitated and looked at him wistfully. Seeing sympathy in his eyes, she proceeded: "I have been afraid for sometime that I was losing my husband's love. I know my conversation isn't interesting, and I thought if I could read up some useful things my talk at the table would hold him, and he might stay in nights."

"What is your husband's business?" asked her listener.

"He has a string of horses at the race track," she said.—Reader.

LIBRARY WANTS.

A library not long since sent out a slip bearing the following to a large list of people in the city who were not using the library. A copy was also furnished the newspapers:

Library Wants.

We want business men to call on us for statistics, etc.

We want railroad men to use our railroad books.

We want mechanics to tell us what books we need for their study.

We want taxpayers to see that we are a paying investment.

We want mothers to come and see what we have for the children.

We want teachers, ministers, newspaper men to depend on us and inform us where we are wanting.

We want more readers in our reading-room daytime and evening.

We want all residents to feel a pride and an interest in their library; to come to it for their books, or, if they buy their books, just to see what we have and in every way to show a lively interest in it.

Bibliography and Digest of Current Library Literature

May to November, 1906

Access to shelves.

Open access lending departments. J. D. Brown. *il. Lib. World*. 9: 41-7. Ag. '06.

When open access to shelves was first introduced twelve years ago "one imaginative prophet pictured the time when painstaking librarians would be supplanted by a uniformed janitor who would assume the functions of librarian, by the easy process of supervising the filtration of readers through a turnstile, like sheep through a hurdle. . . . Probably it was only a humorist, and not a prophet, who foresaw the introduction of weighing machines at both entrance and exit wickets, as a means of preventing wholesale thefts." The first arrangements for open access "were necessarily crude, and most of them were the outcome of an endeavour to anticipate all kinds of abuses and needs. Elaboration was the order of the day, and some of the notions introduced, were undoubtedly inspired by an inherited belief in the general ignorance and incapability of the public at large. Time has gradually corrected that little misunderstanding. . . . In both American and British open-access systems in recent years an undue stress seems to have been laid on oversight. . . . As a matter of fact, the very best oversight which can be secured is that obtained by readers over each other. . . . Every librarian of experience knows perfectly well, that close supervision is absolutely unnecessary in the case of at least 98 per cent of the frequenters of public libraries."

Acquisition and accession.

Accession methods; a plea for standardization. E. W. Neesham. *Lib. World*. 8: 317-20. Je. '06.

A stock book should "show the history of every book added to the library, until its withdrawal." It will give stock number, accession number, date of acquisition, title, author, date of publication, number of volumes, department, donor or from whom purchased, price, discount, withdrawals and remarks. With such a stock book no donation book is needed. The accession book should give accession number and stock number, title, author, class number and remarks. If the library is closely classified cards are better than shelf lists because they are more portable, and not liable to congestion as shelf lists are.

Order department of a branch library system. E. V. Baldwin. *Pub. Lib.* 11: 509-11. N. '06.

The book order department of a library should aim to supply books to the various branches impartially and expeditiously, and should, if possible, order at one time all copies of a book needed in the central and branch libraries. Yet branch librarians should not be deprived of their right to name books needed. The system of interchange will often save branches ordering books added to the central library. The chief librarian of a branch library system should watch constantly for opportunities to purchase duplicate copies of old books for new branches, and to replace worn out books.

Standardization in accession methods. R. Duncan. *Lib. World*. 9: 83-7. S. '06.

Administration.

Business end of a library. A. A. Pollard. *Lib. J.* 31: 311-5. Jl.; Same. *Pub. Lib.* 11: 355-9. Jl. '06.

The librarian in addition to other duties must learn those of a business man. He should learn to meet criticism fairly not as personal antagonism. He must be responsible for mistakes of assistants. He should meet the business world in a business way and win the respect of the community as a business man. He should act for the board in seeing that contracts for work, supplies, materials, etc. are properly carried out and he should examine all bills and claims against the library before they go to the board. The success of the board meeting depends upon his business preparation for it. Even if the library bills are paid by the city treasurer the librarian should have exact records of every transaction and in case of trouble should seek counsel from board members. "The librarian and the board should keep ever before the minds of the representatives of the city's government the use of the library, else the support of that institution is apt to be variable." All rules of the library and regulations of the city touching the library must be enforced and complied with by the librarian. Especially important is the properly written letter (with its copy) which serves as a permanent and detailed record of the business handled by the librarian.

Financial condition of German libraries. *Lib. J.* 31: 274. Je. '06.

Report of the committee on library administration. W. R. Eastman and others. *Lib. J.* 31: C146-53. Ag. '06.

This report deals with what the reports of a library should include. Samples of printed forms are given.

American library association.

A classification of A. L. A. membership by geographical divisions. *Pub. Lib.* 11: 438. O. '06.

Conference and the press, 1906. H. O. Brigham. *Lib. J.* 31: 715-7. O. '06.

Headquarters opened. E. C. Hovey. *Lib. J.* 31: 665-6. S. '06.

Eight distinct lines of activities are noted and working plans are explained.

Report of the American library association publishing board. W. C. Lane. *Lib. J.* 31: C154-9. Ag. '06.

Art department.

Art libraries. *Nation*. 83: 197-8. S. 6, '06.

Bibliography.

Greenwood's library for librarians. *Lib. J.* 31: 272-3. Je. '06.

Bibliography--Continued.

Manual of practical bibliography and a manual of descriptive annotation for library catalogues. 75c. Dutton.

Practical bibliography: notes on the making of printed book lists. A. H. Leypoldt. Lib. J. 31: 303-7. Jl. '06.

"The first practical thought in cataloging and list-making . . . must go to the constituency for whom the special work is intended. If it is to be a practical working tool for booksellers, for instance, the details of authors' names and pseudonyms, popular references and cross-references, entries of titles under catch-words instead of accurate title, must all be considered." Then finances must be considered and invention, makeshifts and originality must come into play to keep the cost down. Help is an important item. Often inexperienced assistants do as satisfactory work as trained helpers. A summary of methods used in making up the Publisher's trade list annual index is given, also a history of the work done on the American catalog and the Publishers' weekly.

Bibliographical society of America.

Proceeding and papers. vol. 1, pt. 1. 1904-1905. Q. 7-106p. pa. '06. Printed for the society by the Cheltenham press, N. Y.

Binding and repairing.

Better bookbinding for libraries. H: E. Bliss. Pub. Lib. 11: 294-9. Je. '06.

"The chief infirmities of modern book-binding are assignable to . . . the poor quality of most of modern paper, imperfect sewing, lack of flexibility in the back and joint, weak attachment of the book to its cover, and the perishable material used for covering." Books should not be sewed two sheets on except in larger books, which require more than five bands. Inflexibility is mainly caused by using too much or too stiff a glue, or "the glue is allowed to penetrate too far between the sheets." Another fault may lie in the whipstitching. "Inflexibility is sometimes increased by the saw-cuts being too deep, or by their gathering too much glue." Tight backs undoubtedly wear longer than the ordinary hinged cover with the hollow back. In selecting leathers for coverings, care must be taken to see that sulphuric acid has not been used in the dyeing processes. Sheepskin and calfskin do not stand long wear, Persian goatskin exposed to the air for 20 years crumbles at the slightest touch. Pigskin of natural dye is good, levant is better and costs no more. The librarian has need of knowledge and judgment in regard to binding. "In preparing books for the bindery, the required sewing, joint, materials, etc., should be specified for each book, or lot of books, with reference to the size, quality of paper, condition of the book and its probable use, sometimes its value or literary character." Explicit and detailed yet concise instructions should be given the binder and he will give better service knowing that his work is scrutinized.

Binding, historic and artistic. R. W. Adams. Pub. Lib. 11: 289-93. Je. '06.

Mr. Adams gives an interesting account of binding in earlier times and in many countries and closes with an account of the artistic binding done in the United States today. "It is surprising to find how little the processes of putting a book together by the best hand binders of today vary from the methods in use 14 or 15 centuries ago. The materials have changed and the workmanship of today is much more accurate, neater and more finished, but the essential principles, the foundation of binding, do not differ greatly."

Book surgery in libraries. Pub. Lib. 11: 311-2. Je. '06.

In lettering the binder first brushes the place where the letters are to stand with egg. Gold leaf is put on over this. Then with the heated pallet in which the right letters have been inserted the name is stamped in.

Bookbinding for libraries. J. C. Dana. Pub. Lib. 11: 287-9. Je. '06.

The test of a binding is "the ratio of its cost to the number of times the book it covers is lent" before being discarded. Binding from publishers' sheets pays better in the end than buying books already bound and then having them rebound when they are worn out. One of the essential things in binding is to secure ease in opening. "A book that opens out easily and lies flat without being pressed or held in position, will probably keep clean and whole for more than twice as many lendings as one that is held together tightly at the back. . . . The sum of all my observations is, the best is the cheapest. If a book is worth binding let it be bound by the best man available."

Bookbinding from the librarian's standpoint. W. K. Stetson. Pub. Lib. 11: 300-1. Je. '06.

After a good many experiments it was decided that the Brooks' binding and the best quality of imperial morocco cloth gave the best satisfaction. Quartos and folios are best bound in duck. "Genuine turkey morocco seem to be the only good leather for permanent binding. . . . The cloth joint to which is attached the first and last signature is one of the most valuable features of a binding." With this laced bands are superfluous.

Decay of leather bindings. H: Marsden. Pub. Lib. 11: 312-3. Je. '06.

American cowhide is far superior in durability to Russia leather. Decay of leather is caused by fumes of burnt gas, insufficient ventilation, fumes of tobacco smoke, dust, direct sunlight, dampness and excessive heat.

Interpretation of styles and technical terms in fine bindings. Pub. Lib. 11: 432-3. O. '06.

Modern bookbindings: new designs and decorations. S. T. Prideaux. **\$3.50. '06. Dutton.

Notes on bookbinding for libraries. J: C. Dana. D. 114p. il. 75c. '06. Library bureau, Chicago.

The various processes of binding are described and binding materials suitable for books to be subjected to different kinds of use are given. The librarian is advised to learn as much as possible about the mechanical details of book-making, as well as to be familiar with literary values, popularity of books, and values of editions. The processes in making paper are given, and notes are made on different leathers. The repairing of books is discussed and a list of machines and tools necessary for repair work is given.

Old craft in the school-room. C. M. Coburn. il. Outlook. 83: 731-4. Jl. 28, '06.

Preparing for the binder. M. R. Caldwell. Pub. Lib. 11: 302-3. Je. '06.

When a sample volume of a magazine is sent to the binder he should take an "exact copy of the back of each book—title, year, month, abbreviations, volume number, book number, lining, spacing, type, material, color—everything in fact, pertaining to each periodical." This will help to attain uniformity in

Binding and repairing. Preparing for the binder—Continued.

sets. "Many librarians make out slips for each periodical" giving the title, date, year, month, volume, etc. indicating the color and material on the side or back of the slip. A better way is to make out exact forms on catalog cards leaving the volume number and year so that they can be changed as the volumes are sent.

Report of the committee on bookbinding.

G. F. Bowerman and others. Lib. J. 31: C130-9. Ag. '06.

The committee recommend Mr. Dana's Notes on bookbinding for libraries. The United States department of agriculture is making a series of tests on leather and paper and the results of their work will soon be available. Publishers have been asked to issue a certain number of copies of their books in a special library binding and some are willing to do so provided they can have a guarantee that such an edition will be purchased by the libraries. Many libraries own their own binding establishments and find the results very satisfactory; others have the work done by contract. The average price for rebinding seems to be 40 cents for half leather and 35c. for cloth. An appendix to the report gives the equipment needed for a small bindery.

What constitutes a well bound book. Pub. Lib. 11: 431-2. O. '06.

"Strength and flexibility are the prime requisites of sewing. The backs of the sheets or sections should not be sewn to let in the cords but cords or bands, are preferably laid on the back and the needle and thread passed through the sections and around them. The next more important stages are the gluing, rounding, and backing of the volume, to make it ready to receive the boards, which are laced to the book by the projecting ends of the cords on which it is sewn. The fixing of the end papers, the squaring of the boards, the preparation of the edges, the working of the headband—which should always be done in silk and by hand—are details of great importance to perfect workmanship."

Blind.

Books for the blind. E. R. Neisser. Lib. J. 31: C78-82. Ag. '06.

A short history of the progress of work for the blind is given. The work should not be merely the exchanging of books and keeping statistics. Each person should receive individual encouragement. Cooperation between libraries and home teaching societies should be secured. Free transportation of books thru the mail helps many who formerly were unable to pay postage. The broadest privilege should be given in regard to time limits and no fines should be charged.

—Discussion. Lib. J. 31: C224-9. Ag. '06.

National library for the blind. A. D.

Dickinson. Pub. Lib. 11: 308-9. Je. '06.

Mr. Dickinson proposes to establish a national library for the blind which shall undertake to send books free to any blind person in the United States. Traveling libraries of about twenty books are to be sent to any library that is willing to aid in the work, or the blind are to send directly for their books. The need for such an institution is very great. The question is how shall it be established.

Book prices.

Net prices in Great Britain. Acad. 71: 51. Jl. 21; Same. Lib. J. 31: 674. S. '06.

Book selection.

Attractive editions of standard authors vs. cheaper ones. M. Graves. Quar. Ia. Lib. Com. 5: 65-6. Ja. '06.

"It is a well-known fact that of two standard

sets, identical in reading matter, but one of which is bound in dull binding with fine print and poor paper, the other bound attractively and printed from clear, large type on good paper the latter will circulate frequently while the former will stand on the shelves year after year."

Importance of book selection. Lib. World. 9: 1-6. Jl. '06.

"The total number of books printed since the invention of movable type in the middle of the 15th century has been computed by different authorities at figures ranging from fifteen to thirty millions. To this vast kingdom there is no guide, nor even adequate classification. . . . Here then lies the work of the bibliographer, to collect, collate, discriminate and preserve only the titles and contents of such books as really count for something. . . . At the present time, book selection is receiving far more attention than ever before, and librarians and committees, hitherto lost in the clash of rival systems of government, are beginning to regard the building up of a library more from the book and less from the brick standpoint. . . . A library to which people can resort, with confidence in its power to help them in any line of research, is a temple of knowledge which will influence public taste, judgment and feeling in a manner impossible by any other agency."

Suggestive list of books for a small library recommended by the league of library commissions. O. 58p. pa. 15c. '05. League of library commissions.

The books suggested are for adults.

Books.

Weeding out. J. G. Faraday. Lib. Asst. 5: 46-50. Ja. '06.

Old and useless books must be discarded to keep a library in a thoroly efficient state. "Municipal libraries are not intended for purposes of research and scholarship, but to afford an opportunity for the average citizen to improve his education." Therefore they do not need to preserve books for the same reason that national or special libraries do. Expense of shelving books and keeping them in repair should be considered, and in libraries where an indicator is used the cost of charging is no small matter. No rigid rules can be laid down for the choice of books to be thrown out because conditions vary in different libraries. Where more than one copy of a book has been purchased to meet an extra demand all but one copy of may well be discarded when the demand ceases to exist. Books only required at long intervals may be thrown out. Many donations are worthless and may be withdrawn after an interval of time. Magazines are hardly worth preserving in municipal libraries.

But "no book, however old, should be discarded before it has been efficiently superseded. . . . Books, maps, etc., of local interest should never be discarded. Be careful not to discard works which have found a place in literature or those which are by original authorities. Books of all classes containing good and reliable illustrations should always be retained. . . . Books of bibliographical interest should never be discarded. When a doubt arises as to the advisability of discarding a volume, the wiser course is always to retain it."

Branch libraries.

Branch libraries. F. Dallimore. Lib. Asst. 5: 111-6. Je. '06.

"The central library should not be starved for the sake of branches, and in no place should branches be opened unless the income is sufficient to maintain them, for one good library is better than two poor ones. Branch libraries must be established to relieve the pressure at the central library. Density of popula-

Branch libraries. Branch libraries—*Const.* tion and accessibility should decide their location. "The minimum accommodation should be a lending library, a collection of reference books, a reading room, and a juvenile room." There should be an interchange of books from all the libraries. A stationary staff is better than an interchanged one.

Design and construction of branch library buildings. R. F. Almirall. Lib. J. 31: C46-9. Ag. '06.

Order department of a branch library system. E. V. Baldwin. Pub. Lib. 11: 509-11. N. '06.

Buildings.

Design and construction of branch library buildings. R. F. Almirall. Lib. J. 31: C46-9. Ag. '06.

"The fundamental and essential floor spaces with which every design should start are the delivery desk space, the adults' and children's reading rooms, the stack space and the boiler room. The accessory rooms that make for the better operation of the work and convenience of the readers in the branch library are the room in which books are received and sent away, the librarian's room, the lunch room, the study room, a small lecture room, and public and private toilet rooms. As far as practical all these rooms should be subject to the control of the delivery desk. . . . The delivery desk . . . must not only provide easy supervision and control, but also offer such convenient accessibility to the public that even children cannot possibly become confused in its use."

Evolution of library buildings. F. A. Hutchins. Wis. Lib. Bull. 2: 57-8. J. '06.

"The general interior plans of the library buildings, erected in Wisconsin during the past eighteen years show most strikingly the recent changes in the aims and methods of public libraries." The dominant thought used to be "to safeguard the books from destruction by the elements and loss by thieves." In the development from that stage "the plans have steadily become more simple. There are fewer rooms and fewer partitions." In buildings costing less than \$25,000 and at least \$10,000, the generally accepted plan provides for a one-story building with a high basement. The entrance to the main floor is in the middle of the front. The delivery desk faces the entrance. At one end is the children's room; at the other the reading room. In one corner is a small librarian's room which is enclosed. . . . We will undoubtedly make great changes and extensions in the future. Every new building should be made so that it can be economically extended or adjusted to new demands and new opportunities. My own impression is that we shall constantly move nearer to the people. Some time I hope to see a library building in the center of a busy town, with the main reading room as easily accessible, and as open to the street as a popular bookstore, with a flashlight to speed an invitation in the evening to every wayfarer and idler and bright rooms to bespeak welcome, rest and refreshment. Libraries are becoming more hospitable, more intent on the business of educating the masses. They are conforming more and more to the methods of the up-to-date business house. The architecture should show the spirit."

Library architecture abroad. A. D. F. Hamlin. Lib. J. 31: 710-5. O. '06.

American libraries meet the special requirements of library service better than those abroad, but European libraries are superior in the architectural treatment of halls and entrances, altho to Americans this treatment may seem extravagant.

Library architecture from the librarian's point of view. W. H. Brett. Lib. J. 31: C49-52. Ag. '06.

The library trustees, the librarian and the architect should advise together on plans. The trustees have charge of the funds and know the resources of the library, the librarian is the expert adviser, and the architect brings what is needed into manifestation. It is a question whether permanence in granite or marble is desirable when only a fixed sum is to be expended. It may be better to build more commodious and convenient buildings, and secure only moderate permanence. Safety from fire should be insured to really valuable collections, but books that are modern can be replaced, for their loss can be covered by insurance. There should be a certain mobility in interior arrangements for we cannot be sure that "important departments of work may not be developed in the years immediately before us." Daylight should be provided in abundance. The gospel of fitness and beauty should be preached from the walls by appropriate decorations.

Library building and book stacks. B. R. Green. Lib. J. 31: C52-6. Ag. '06.

"In these days it is superfluous to state that the shelving should be close at hand, easily accessible throughout, conveniently adapted to the accommodation of its contents and for their economical rearrangement, reclassification and reception of accessories; clean and free from dust, well ventilated with uniform and constant temperature of about 68°, well and even brilliantly lighted whenever and wherever required in the stack at all times, day or night, and conveniently provided with stairs and elevators." Until recently daylight was almost wholly depended upon for finding books on the shelves, but often valuable space and much money have been expended to secure this and with limited success. Daylight is unequal and unsteady and as libraries are much used by night we are without it about half the time. Again books exposed to the direct rays of the sun are frequently damaged. It is necessary in any case to equip stacks with artificial light and to use it frequently during the day, and always at night. Great expense would be saved if stacks were located in the least expensive and darkest place and then were well equipped with electricity. "The best modern book stack structure is a very simple, light, self-contained framework of steel and iron with three decks, preferably of white marble or translucent glass, the shelving itself and supports being of steel open work."

Library buildings from a librarian's standpoint. A. L. Stansbury. Pub. Lib. 11: 495-9. N. '06.

The librarian should always be consulted when a new building is to be erected and he should inform himself as to plans. As to the selection of an architect it is best to go to a specialist in library architecture. The site should be central "but off the main streets on account of noise." Bookstacks should be provided that will allow for at least ten years growth. The stackroom should be easy of access to the public. The delivery room should occupy the centre of the building. One of the first requisites of the plan should be to permit the closest supervision with the fewest attendants. The children's room should be on the ground floor, should be large, light and airy, and should have wall shelving. The reference room should be planned with reference to quietness. Above all the comfort of the library staff should be considered. A workroom for receiving books is essential. Ventilation, lighting and heating are of the utmost importance.

Library oversight. J. W. Lister. il. Lib. World. 9: 102-4. S. '06.

Buildings—Continued.

Need of an American library association collection of plans of library buildings.

C: C. Soule. Lib. J. 31: C45-6. Ag.;

Same. Pub. Lib. 11: 429-30. O. '06.

A plea to have the A. L. A. make a representative collection of library plans, with complete records of detail, materials and cost, filing with each plan the mature judgment of librarians who have used the building since its erection.

New library building of Mount Holyoke college. B. E. Blakely. Lib. J. 31: C62-4 Ag. '06.

Open access lending departments. J. D. Brown. il. Lib. World. 9: 41-7. Ag. '06.

Recent library building. il. Pub. Lib. 11: 395-412. Jl. '06.

Suggestions on the planning of an ideal library: an Utopian forecast. W. J. Harris. Lib. Asst. 5: 86-9. Ap. '06.

Mr. Harris suggests that in the erection of a new library one large room be provided, and that in the place of walls, screens be used. These would be more artistic than walls and from 10 to 20 per cent cheaper.

Views of a consulting architect. A. D. F. Hamlin. Lib. J. 31: C57-62. Ag. '06.

The advice of a consulting architect, is of great value in selecting a site, in the selection of an architect, in the program of the building and in arbitration between the contractor and architect.

Bulletins, Picture. See Picture bulletins.

Carnegie libraries.

Carnegie libraries. T. W. Koch. '06. T.

W. Koch, Univ. of Mich., Ann Arbor;

Same cond. Chaut. 43: 345-51. Je. '06.

Report on gifts and bequests to American libraries, Jan. 1 to Dec. 31, 1905.

D. B. Hall. Lib. J. 31: C159-74. Ag. '06.

Cataloging.

Catalog cards. See also Library of congress catalog cards.

Cataloging of early printing in the United States prior to 1800. F. Neumann. Lib. J. 31: 669-71. S. '06.

Cataloging: suggestions for the small public library. E. Crawford. D. 45p. pa. 25c. '06. Library bureau.

"A revised and enlarged re-issue of Miss Crawford's practical and suggestive little handbook, originally published in 1900."

Common sense in cataloging small libraries. A. Van Valkenburgh. Lib. J. 31: C127-9. Ag. '06.

A catalog should place "the contents of a library at the disposal of the public in the clearest, simplest and easiest form." It is well to use "the capitalization in ordinary use by the best writers." For the small library "it is only necessary to give the author, all of the title which will serve to explain the contents of the book, translator or editor, series if well known, and date. Do not use colon substitutes for Christian names. Give the Christian name in full if there is but one, if two or more give initials for the others, "unless the author elects to place the emphasis on his middle name." A brief biographical sketch of each person on

every card is a waste of time. Dates of birth and death are unnecessary except in exceptional cases. In subject cataloging breadth, not depth of learning, is desirable for the cataloger. Analyticals are the most useful feature of a catalog and should be freely made. "Ability to judge of the importance of articles grows with experience." The American library association list of headings is an indispensable tool. Subject entries should be made as easy to understand as possible, and cross-references are very essential.

—Discussion. Lib. J. 31: C237-9. Ag. '06.

Further notes on the number of catalog cards to a book. W: W. Bishop. Lib. J. 31: 270-1. Je. '06.

How to catalog a small library. W. R. Eastman. Pub. Lib. 11: 314. Je. '06.

Manual of library cataloging, by J. H. Quinn. O. *5s. Library supply co., London.

Simplifying methods. B. Winsor. Lib. J. 31: C266-7. Ag. '06.

Buy all catalog cards if possible from the Library of congress and cross off everything that is confusing. "Use imprint only on author cards. . . . Don't use red ink for subject headings. It wastes time."

Special rules on cataloging. United States. Library of congress. Catalog division. 5c. '06. Supt. of doc.

Subject-headings. Lib. J. 31: C236-7. Ag. '06.

Subject headings for state documents. A. R. Hasse. Lib. J. 31: C123-6. Ag. '06.

Miss Hasse raises the question of duplication of entries especially in regard to documents relating to law. In the case of treaties and arbitration tribunals she recommends merging author and subject entries. For example she would abandon author entries for all treaties and concentrate all material under 'treaties in a dictionary catalog, or under International law. Treaties, in a classed catalog. The arrangement would be first "general collections" then collections by country, and then single treaties in chronological order." There should then be "references from Country. Treaties, from personal compilers and from popular name of treaty." The text and the literature about a treaty should be kept together. In the same way arbitration proceedings might be entered under Boundaries. International disputes; Fisheries. International disputes, etc. with cross references.

Subject headings in dictionary catalogs. W: W. Bishop. Lib. J. 31: C113-23. Ag. '06.

The end in view in subject catalog work should be rapid and easy consultation of the catalog by the user. This can be secured only by the most careful planning, by having a well laid out policy and sticking to it. "The one essential for securing continuity and correctness in subject work is definition of the subject heading combined with sharp directions as to its use in the library's practice." Encyclopedias are of great value in choosing subject headings, which should be specific and not general. General headings should only be used for general treatises. Because it is easier to use general than specific headings, constant vigilance must be exercised in this direction. Form divisions when thoroly made and kept up to date are a great help in reference work. Classification of fiction as U. S. History, Civil war, Fiction, is often a great help. Books may often be considered from the viewpoint of the

Cataloging. Subject headings—Continued. country described and also from that of the subject treated, as for instance a work on the geology of Texas. Mr. Bishop advocates restricting the entries under a country or region to topics which have only a local interest. He would make the entry for the above work under Geology, thus following the practice of the British museum and the Library of congress. Then consistently the national adjective must be cut out and instead of having French art we would have Art. France, the French literature and French language had better be retained. The practice of encyclopedias is against extensive use of the national adjective. Despite its convenience inversion of headings is a pernicious practice. Geographical terms have to be defined, as America for example. What does it include? Again there are difficulties about regions which have ceased to represent present political conditions, as Poland. There should be a well defined policy in using ancient geographical designations which have no modern equivalents. It is better to make carefully worded explanations than to use "see also" references the probably they cannot be wholly eliminated from the catalog. Indefinite headings such as "the west" should be avoided. "The catalog must either distinguish books whose value for the subject is purely historical, or it must arrange its cards chronologically (by author) putting the latest works first. . . . In formal political history and in economic history as well the sources should certainly be distinguished from the recent treatises. . . . Revision and coordination of subject headings should be definitely assigned to one person." The chief reference librarian should be in constant touch with the cataloger who settles on the subject headings. "An up-to-date list of subjects with adequate definitions kept on cards, is an absolute necessity in a well-ordered catalog department."

Catalogs.

New Hampstead catalogue. E. A. Savage. Lib. World. 8: 321-2. Je. '06.

The annotations given under subject entries are the chief features in this dictionary catalog. They are brief and non-critical. "Notes of the following kind appear throughout the catalogue: 'An easy introduction,' for general readers; 'non-mathematical,' 'more technical and mathematical than Newcomb (554D),' 'requires an elementary knowledge of Euclid,' 'algebra, and the geometry of planes and spheres. For beginners chiefly,' and so on."

Charging systems.

Browne charging system. J. Parker. Bull. Ver. Lib. Com. 2: 1-2. Je. '06.

Children's department.

Book lists and bulletins in the children's room. A. G. Whitbeck. Lib. J. 31: 310-7. Jl. '06.

Bulletins for children. See Picture bulletins.

The children's librarian should know the books so thoroly that she will be able to make annotations of them as she shows them to the children. Then she should leave the child to make his own choice.

Bulletins for children. L. M. D. Trask. Lib. J. 31: 708-9. O. '06.

Children's library a moral force. C. W. Hunt. Lib. J. 31: C97-103. Ag. '06.

Every book we give children "will have some effect in changing, shaping, strengthening their ideals, and so moulding their habits and character." The children's room is not fulfilling its purpose if we do not set children "on the road to a taste for the best on the shelves of the adult department;" The librarian should see "that every child of fourteen is thoroly familiar with the classics in juvenile literature. . . .

With our smallest children we must use especial effort to see that they do not acquire the mediocre habit, for it is very easy to guide the beginner."

Problem of the girl. Lib. J. 31: C200-3. Ag. '06.

Report on library work with children. A. H. Jackson. Lib. J. 31: C89-97. Ag. '06.

A set of questions sent out to 100 libraries brought 76 responses. The report covers replies to the following topics: scope of the department, yearly appropriations, juvenile books in the library, selection of these books, periodicals, number of books loaned to children, age limit, guarantor, assistants in children's rooms, charging and discharging, care of books, discipline, fines, advertising books, work with schools, home libraries, settlements and allied agencies.

—Discussion. Lib. J. 31: C244-7. Ag. '06.

Children's reading.

Beginnings of a literature for children.

C. Burnite. Lib. J. 31: C107-12. Ag. '06.

A history of the development of children's literature.

—Discussion. Lib. J. 31: C242-4. Ag. '06.

Good and poor books for boys and girls.

C. Burnite. Pub. Lib. 11: 360-2. Jl. '06.

As children outgrow fairy tales they want stories of modern life such as they realize they are living. This is the time to give them books which shape personal ideals such as school, war and adventure stories for boys, and school, home, romantic, and sooner or later love stories for girls. "The basis of judgment for children's books is first the ethical, second the dramatic, and after that atmosphere and style."

List of books recommended for a children's library. A. C. Moore. O. 22p. p. n.p. Iowa library commission.

Choice of books. See Book selection; Reading.

Civil service for libraries.

Effect of civil service methods upon library efficiency. H. E. Haines. Lib. J. 31: 699-704. O. '06.

"The effect of civil service upon library efficiency varies according to the character of the civil service system." When it is the library's own instrument it is usually an aid to efficiency. When it is part of the municipal machine it is likely to hamper the library. In the municipal civil service scheme much of the trouble is caused by making the questions of too general a nature, by not giving sufficient credit to personality, or adaptability for the work, by not crediting sufficient value to training, and lastly because, through lack of power to discharge inefficient employees the service is seriously crippled. "Power to discharge for cause should be centered in the library department."

Classification.

Library of congress classification: Bibliography and library science. United States. Library of congress. '02. Lib. of congress.

Library of congress classification and its printed catalog cards. F. C. Hicks. Lib. J. 31: 255-6. Je. '06.

The library of the United States naval war college after considerable deliberation has adopted the classification used by the Library of congress and thus is saved the labor of classification. This library is largely technical

Classification. Library of congress classification.—*Continued.*

and no scheme of classification better suited to its needs exists. The only difficulty lies in the fact that as yet the Library of congress classification scheme is not printed, but when it is there can be no doubt of its practicability for it is as certain to be as full as other schemes in the subjects with which the Naval war college is concerned.

Subject classification: with tables, indexes, etc., for the sub-division of subjects. Jas. Duff Brown. O. 423p. *15s. '06. Library supply co., London.

"The classification of this book is in our opinion an excellent one, showing great industry and intelligence in the author, probing far into the minute subdivision of knowledge. Every librarian, no matter to what system he is pledged, will find it of the greatest advantage to keep Mr. Brown's work beside him for frequent consultation. A huge quantity of that miscellaneous information for which the librarian not seldom . . . deives anxiously in gazeteer, or dictionary, or elsewhere, is here ready for use. No one who is committed to the Dewey classification and notation need in our opinion change to this one, and (perhaps through prejudice!) the Dewey classification plus the Dewey notation seems to us a more potent instrument for dealing with large libraries, but the Brown classification and the Brown notation show in several important points superiority to Dewey."—Lib. Assn. Rec.

—Review by E. A. Savage. Lib. World. 9: 48-55. Ag. '06.

Mr. Brown has aimed to supply a constant place, or single position for books on a subject which "is only obtainable by making the sciences and arts spring from their natural source." In the physical sciences he has achieved the desired result, but in biology he has not been consistent. Had he applied his principle consistently there would not be a class. General works which include education, logic, mathematics and the graphic and plastic arts. Mr. Brown argues that these pervade every branch of science, industry, or human study. But he could equally well assume that biology, mechanics, literature and bibliography are as pervasive as education. He is open to the charge of inconsistency on this point. "One simple way of testing a classification is to think of some of the books we have been unable to place in other classifications. Under this test the subject classification comes out exceedingly well indeed. Very many books are written upon philosophy and religion together—the S. C. provides a head for them. . . . The possibilities of subdivision are enormous. Altogether about 10,000 heads have been provided, each with a number neither longer nor shorter than A 131. But apart from these class divisions are the categorical divisions. In the absence of a more expressive portmanteau word, 'categorical' is used to denote a table of forms, phases, standpoints, qualifications, etc., which apply more or less to every subject or subdivision of a subject. . . . The categorical tables comprise 975 very useful forms and phases, and as a certain number apply to all class divisions it will be seen how closely books may be classed. In addition to the classes and the categories are the alphabetical and chronological symbols. . . . The index to the S. C. itself is thoroughly done. It is very full, occupying 171 of the 423pp. in this book. Each entry refers to the one and only place to which material is to go. The simplicity of the index and its extent, are strong inducements to librarians to apply the scheme to their libraries." Even those who are not in a position to apply the scheme will find the Subject classification invaluable as a work of reference.

College libraries.

Library and the university. A. T. Hadley. Clark Univ. Lib. Pub. 1: 60-4. Ap. '04.

Library needs for universities. G. S. Hall. Clark Univ. Lib. Pub. 1: 67-9. Ap. '04.

Modern college library. J. H. Canfield. Educa. 27: 129-35. N. '06.

The college librarian "must appreciate books and . . . be able to correctly value their relations to the work of instruction. . . . He must also be an organizer and an administrator, fertile in expedients, alert for opportunity, ready to take the initiative. . . . Such a man ought to receive recognition, in rank and tenure and pay, as a full professor and . . . he should have a seat in the faculty. . . . Assistant librarians should rank as assistant professors. . . . Catalogers and other members of a (large) staff . . . should rank with instructors and tutors." There is no more reason for having a faculty committee on library administration than for having such a committee for the department of Latin or biology, but the librarian should not ignore the faculty, he should constantly seek their counsel. The funds for the library should be apportioned thirty days before the end of the college year. "Salaries and contingent expenses should receive first care, next serials and continuations (to keep sets intact), and then the more general books of reference, dictionaries, cyclopedias, annuals. What remains should be devoted to the departments. . . . leaving the initiative of choice of books with them. . . . The librarian and his staff must always constitute . . . the shortest distance between two points, the reader and the book. This calls for experience and skill in classification and cataloging, in the convenient placing of books on the shelves, and in all manner of devices for keeping such close track of each book that at any moment a definite answer can be made immediately to an inquiry for any title. Books used for required reading should be out of reach of the students, carefully guarded, and loaned on a day-and-hour scheme—generally for use in the building only. All other books should be as conveniently accessible as possible, for the open shelf system has an almost infinitely large balance in its favor. Some provision should be made for evening work in the library, and there should be rare (if any) observance of either academic or legal holidays. . . . The modern college library is a workshop . . . it is the very heart of the college."

Consumption. See Contagion.

Contagion.

Public libraries and tuberculosis. C. Marvin. Pub. Lib. 11: 433-4. O. '06.

Librarians have a duty to perform in preventing the spread of tuberculosis. A few rules should be made in regard to reading room and home use of books and these rules should be enforced. The public library is a great blessing to tuberculous readers but they should consent to washing their hands after coming to the library and to using a suitable sputum cup. The danger lies in turning the leaves with moist fingers as germs are frequently found on the finger tips. Books should be disinfected after having been used at the homes of consumptives. Librarians should not be indifferent on the subject of contagion and disinfection.

Copyright.

Facts in the copyright case. W. P. Cutter. Pub. Lib. 11: 436-7. O. '06.

Hearing on the copyright bill. Lib. J. 31: 320-3. Jl. '06.

Disease. See Contagion.

Disinfection.

Public libraries and tuberculosis. C. Marvin. Pub. Lib. 11: 433-4. O. '06.

Examinations.

See also Civil service for libraries.

Fiction.

Flood of fiction. Liv. Age. 251: 179-84. O. 20, '06.

Report of the committee on prose fiction. Lib. J. 31: C207. Ag. '06.

Subjects fit for fiction. O. Wister. Lib. J. 31: C20-4. Ag. '06.

Foreign languages, Books in.

Books for the foreign population. A. E. Bostwick. Lib. J. 31: C67-70. Ag. '06.

The peculiar distribution of nationalities in a city especially in the year or so immediately after arrival in this country is a great aid in providing reading for them as one or two collections of books in each foreign tongue would provide reading for all. The tendency is for people speaking the same language to seek the same locality. The New York library has taken advantage of this in circulating foreign books. Their experience is that the circulation is almost wholly among adults, the classes of book loaned being principally literature and fiction.

Books for the foreign population. J. M. Campbell. Lib. J. 31: C70-2. Ag. '06.

Foreign-speaking patrons constantly are saying "Give me some book about America in my language." If such books are not written the American library association should agitate the question until something is done toward it.

Library in relation to special classes of readers: books for the foreign population. J. H. Canfield. Lib. J. 31: C65-7. Ag. '06.

The number of foreign born people in our country is large and it is important that they become desirable American citizens. How can they "be given most quickly a fair understanding of their new life and their new relations?" It is the part of the library to help toward this by supplying "good translations of elementary text-books in civics from English into other languages, and other literature that will be helpful to them in their new relations." The immigrant should have an opportunity to learn about the laws of the city where he lives in order that he may keep out of trouble. He ought to be able to find an authoritative discussion of the industrial conditions of the country. Later perhaps he would care to know something of its political history. "All this is necessary for his immediate information and guidance in the choice of occupation and home, and is exceedingly desirable in his preparation for intelligent citizenship."

Gifts and bequests.

Reports on gifts and bequests to American libraries. Jan. 1 to Dec. 31, 1905. D. B. Hall. Lib. J. 31: C159-74. Ag. '06.

History of libraries. See Library history—

Inventory.

Stock-taking methods. A. F. Hatcher. Lib. Asst. 5: 43-6. Ja. '06.

Mr. Hatcher argues for closing the library and calling in the books during stock taking, which should preferably take place during the slack season.

Lectures.

Library and the lecture. F. C. Patten. Pub. Lib. 11: 489-92. N. '06.

The increasing interest in popular instructive lectures which is manifest in many parts of the country is making great progress in Texas. The Rosenberg library of Galveston, typical of many others in the state, provides for free lectures and encourages and promotes courses of reading and studious work in connection with them. Annotated lists of the best books on the subject are prepared and additional copies of the most valuable are purchased by the library. The women's study clubs of Texas have also secured lectures with which the library cooperates. The best results seem to follow from a series of lectures modeled after the university extension courses. This was secured one year by getting the services of a University of Chicago professor who made a circuit of several cities giving lectures in each once a week for six weeks.

Library lectures and extension work. C. F. Newcombe. Lib. Asst. 5: 61-3. F. '06.

"The lecturer who can and does help us in our work as librarians is the man who gives out his knowledge in such a way as to open the eyes of our readers, and make them see how much pleasure is to be got out of some forms of reading or study. . . . Throw your net as wide as possible, and remember that among your readers you will always find those who care not only to listen to lectures, but who see at once the value of following out a course of reading suggested by a sympathetic lecturer."

Legislative reference department.

Establishment in Indiana. Ind. State Lib. Bull. No. 14: 1-2. Je. '06.

Good check for the riot of legislation. World's Work. 11: 6812-3. N. '05.

"This system operates to produce conservatism, lifts measures from the sphere of petty partisan wrangling and establishes them on a higher plane."

Legislative reference. C. B. Lester. Ind. State Lib. Bull. No. 17: 1-2. O. '06.

Wisconsin's legislative reference work. Wis. Lib. Bull. 2: 53-6. Jl. '06.

Librarians and assistants.

See also Civil service for libraries.

Assistant's meetings. Lib. J. 31: C252-4. Ag. '06.

The state association should plan some part of the meeting especially for assistants. In this way their outlook will be widened, they will learn executive ability, and they will have an opportunity for much needed social intercourse. They have often met individual difficulties in individual ways and much is to be learned from them. The librarian should show confidence in his assistants by giving them a positive share in the administration when possible.

Librarians and assistants—Continued.

Business end of a library. A. A. Pollard. Lib. J. 31: 311-5. Jl.; Same. Pub. Lib. 11: 355-9. Jl. '06.

Library council. W. C. B. Sayers. Lib. World. 9: 6-10. Jl. '06.

The Croyden libraries hold a staff meeting once a month "to discuss all matters germane to the administration of the libraries and to consider suggestions for improvement. It consists of the chief librarian, sub-librarian and the librarians in charge of the various departments and branch libraries." It has no executive power. Every library sufficiently large should have its own staff guild or club where members can talk over their work.

Library staff. Lib. J. 31: C256-8. Ag. '06.

While the librarian should not have certain definite hours she should be at the library at certain times and her hours should average the same as those of her assistants. These are usually from seven to seven and a half hours per day. The librarian should devote some time to social life and should be identified with all educational organizations in her town and also with the club work. Librarians and assistants should read more than they do, and should read carefully. Ideal staff meetings deal with both administrative problems and class room work.

Song of the library staff; poem. S. W. Foss. Lib. J. 31: C35-6. Ag. '06.

Libraries.

See also Branch libraries.

Amerikanische bibliotheken und ihre bestrebungen. A. B. Meyer. O. 80p. '06.
R. Friedlander und sohn, Berlin.

"The best summary of American library progress and purpose yet written."

Les bibliothèques populaires à l'étranger et en France. M. Pellisson. O. 220p. '06. Nationale.

"An excellent summary of the position of the public libraries of the United States and on the continent at the present date. . . . After surveying in detail the features of the public library system in the United States, England, Germany, Austro-Hungary, Italy, Belgium, Holland, Scandinavia and France, the writer draws some conclusions of general nature as to measures calculated to raise the position of the French libraries to that obtaining in England and this country.—Lib. Assn. Rec.

Effects of earthquake and fire on San Francisco libraries. Lib. J. 31: C204-6. Ag. '06.

Free libraries and their possibilities. J. G. Leigh. Econ. R. 16: 32-42. Ja. '06.

Mr. Leigh advocates "a considerable number of small libraries in various districts" each under the care of an intelligent man who should not only keep records of the books but should be able to advise readers as to the best book for their purpose.

Future of library commissions. Lib. J. 31: C204. Ag. '06.

Greensboro, N. C., public library: Carnegie building. B. D. Caldwell. Lib. J. 31: 718-9. O. '06.

Greenwood's library for librarians. Lib. J. 31: 272-3. Je. '06.

Illinois libraries. K. L. Sharp. (University of Illinois. University studies. v. 11, no. 1. p. 85-96).

Library as a factor in modern civilization. W. H. P. Faunce. Lib. J. 31: C18-20. Ag. '06.

"The library makes to the nation three gifts; the gift of knowledge; the gift of perspective, the gift of ideals. . . . The books which no longer convey knowledge, which state theories no longer held, and propound as facts things no longer believed . . . should be sharply separated from books abreast of modern thinking." The mere number of volumes in a library does not determine its value. Neither does the number of books read tell us what has been gained in larger horizons by the readers. Libraries must encourage slow, patient, thoughtful reading. "Libraries must be not only storehouses of knowledge, but reservoirs of power."

One phase of library development. F. P. Hill. Lib. J. 31: C3-9. Ag. '06.

The transformation "of the library from a storehouse for books to a vital educational force in the community" and the corresponding change in the librarian is shown by Mr. Hill.

Public library and civic improvement. F. M. Crunden. Chaut. 43: 335-44. Je. '06.

Public library and its critics. H. M. Whitney. Conn. Pub. Lib. Doc. no. 1: 3-12. '06.

Public library as a municipal institution: from the administrative standpoint. H. G. Wadlin. Lib. J. 31: C30-4. Ag. '06.

"The administration of the public library as a municipal institution, in American cities . . . tends inevitably toward (1) bringing back the book close to the people by means of an organization comprising a central library and outlying branches, coordinated under a single administrative head; (2) the confining of restrictions upon access to the book in the building or upon its circulation to the narrowest possible limits; (3) the cultivation of the library habit within the largest possible constituency; (4) direct educational work with the children and with the untrained of adult age; (5) the promotion of the use of books as helps toward enlarging the power of the individual, industrially and otherwise, and toward raising the standard of citizenship and civic responsibility; and, finally, the development of a higher literary taste among readers and the stimulation of love of reading among those who have not heretofore felt this inspiration."

Relation of libraries to municipal government. D. A. Boody. Lib. J. 31: C28-30. Ag. '06.

Twenty millions per year are paid for education in the United States, and one million only for libraries though they continue the education of the children for the rest of their lives. No one can measure the influence of the sixty million books which are annually circulated by American free libraries. There is no way "to measure this mighty influence as it touches municipal government."

Report on damage to California libraries by earthquake and fire. Lib. J. 31: 273. Je. '06.

Wells cathedral library. T. W. Williams. Lib. Assn. Rec. 8: 372-7. Ag. '06.

Libraries, Small. See **Small libraries.**

Libraries, Proprietary. See **Proprietary libraries.**

Libraries, Use of by the public.

Encouragements in library work. W. I. Bullock. Pub. Lib. 11: 500-2. N. '06.

The librarian's profession offers many ideals and for the fulfillment of them Miss Bullock notes five distinct encouragements. The first of course, is the rapidly growing demand for libraries and additional books. The work affords an opportunity for that high form of philanthropy which is preventive rather than positive, always anticipating evil by substituting the antidote beforehand. The third form of encouragement is the possibility of supplementing the interrupted education of many children, the library thus becoming "an integral part of our system of public and free education." Another point deserving of comment is the work of a library in civic education and the making of good citizens especially of the foreigners. The fifth encouragement lies in the realization by the library of the true spirit of democracy for in it all social, doctrinal and intellectual divisions disappear and all classes meet on common ground.

How to use a library. H. Putnam. Springfield Lib. Bull. 26: 368-70. O. '06.

Library in relation to special classes of readers: supply and use of technological books. H. W. Craver. Lib. J. 31: C72-5. Ag. '06.

The assistant in the technical department should "enlarge his acquaintance with his possible patrons in all possible ways." He should welcome consultation by telephone and by mail.

Non-literary uses of the Hartford public library. C. M. Hewins and E. B. Owen. Hartford Mo. 1: 80-1. Ag. '06.

Libraries should provide for technical workers and business men as well as for other classes of readers. Portraits and pictures should be provided for public use.

Public library as a factor in industrial progress. F. M. Crunden. Library, n.s. 7: 384-96. O. '06.

The public library helps the community which supports it by doubling in value the education the child receives at school and supplying the means for a lifelong continuance of that education. It helps adults who have lacked opportunities for an early education. It is a storehouse of information to all classes. It furnishes books and periodicals for all classes of industrial workers.

Remarks on the art of using a library. L. Connolly. Lib. J. 31: 308-11. Jl. '06.

Use of industrial collections at the Providence public library. E. Garvin. Lib. J. 31: C76-8. Ag. '06.

About one-fifth of the wage-earners of Providence are in the jewelry trades and scarcely a day passes without some inquiry for books on jewelry or silver-ware design. "Workers in these trades, especially designers, are sent to the library during their working hours to get suggestions to be used in their work. In this case the custodian does more than to lay out such books as will probably contain a picture of the flower or animal wanted and leave the reader to find it for himself. An unremitting search is kept up for the design. . . . Among those who use the industrial library are apprentices and machinists in the large machine shops, workers in the cotton and woolen industries, textiles being the leading industry of the state, and those interested in the manufacture of gasoline engines and their applications to automobiles and launches."

Use of industrial collections in Brooklyn. Lib. J. 31: C230-1. Ag. '06.

"We do not intend this department primarily for trained people, for engineers, graduates of advanced schools, but for the untrained worker or for those of very little training."

Libraries and schools.

Library reading course. W. E. Henry. Pub. Lib. 11: 306-7. Je. '06.

"Before the fullest and most helpful cooperation can exist between the library and the school the teacher must feel the need of the library as a helper in order to do efficient work as a teacher and the librarian must see in the teacher and the school opportunities to make the library a great power for education in the community."

Relation of libraries to the schools. N. C. Schaeffer. Lib. J. 31: C196-200. Ag. '06.

Report on instruction in library administration in normal schools. National education assn. pa. 100. '06. Nat. educ.

School libraries and their value. J. C. Dana. Pub. Lib. 11: 435. O. '06.

School libraries may be increased in value by creating in each teacher a special interest in the books sent to her school or room, by having her help select books for it, by getting her to try a wider range of books, and by encouraging her "to become familiar with books in general through the varied and varying collection she carries to her own schoolroom."

Libraries and social settlements.

Libraries in relation to settlement work. C. Stewart. Lib. J. 31: C82-5. Ag. '06.

"As long as the library is the permanent factor in a settlement district (where the demands for information are apparently never satisfied) it is the library that must serve as the educational directory for the community. It must know what the evening school, clubs, settlements, societies, are prepared to offer or can be induced to offer."

—Discussion. Lib. J. 31: C231-2. Ag. '06.

"The librarians in charge of these branches endeavor to identify themselves with the work of the settlement as far as possible, in some cases becoming residents. In no other department of the library do the workers gain so intimate a knowledge of their readers, nor is it anywhere else so greatly needed."

Library advertising.

Some methods of library advertising. P. B. Wright. Lib. J. 31: C86-8. Ag. '06.

"The essence of library advertising is to convey to the people this message. . . . The library is yours. Get acquainted with it. Get better acquainted with it. Its use and value will increase in direct proportion to your familiarity with what it already offers. Besides using the newspapers, library bulletins are effective, tho expensive. They should be free to all, and should be mailed to all sorts of organizations. Special lists are worth while and should be widely distributed. Place them in the books that are circulated the most frequently. "Successful and lasting results are obtained from the right sort of advertising with children." Make the library strong with reference to books on the manufacturing industries of the place, then let the manufacturers and employees know they will be rendered every assistance possible by the library staff."

—Discussion. Lib. J. 31: C258-9. Ag. '06.

Library assistant's association.

Arguments for and against the affiliation of the Library assistant's association with the Library association of the United Kingdom. Lib. Asst. 5: 68-79. Mr. '06.

Library associations and clubs.

Arguments for and against the affiliation of the Library assistant's association with the Library association of the United Kingdom. Lib. Asst. 5: 68-79. Mr. '06.

Library associations in Denmark and France. Lib. J. 31: 274-5. Je. '06.

The chief purpose of the Danish association which was organized in Nov., 1905, is to obtain better prices for books. The result is libraries are given a discount of not more than 25 per cent on purchases. In return the librarians' association agrees not to accept orders for second-hand books.

What the state library association should do for the small library. Lib. J. 31: C251-2. Ag. '06.

The meetings should prove of especial help to assistants. They meet the public much more often than the librarians do.

Library commissions.

Future of library commissions. Lib. J. 31: C204. Ag. '06.

League of library commissions year-book, 1906. Comp. by C. F. Baldwin. S. 59p. n.p. '06. League of library commissions.

Gives a historical summary of the work of the commissions, the constitution of the league, and a list of the various activities undertaken and publications sent out.

What the state library commission can do for the small library. Lib. J. 31: C247-51. Ag. '06.

The library commission worker should keep in mind the difference between counsel and interference. She should put herself in the place of the librarian of the small library. Commission bulletins are helpful to small libraries.

Library exhibits.

Library hints. Pub. Lib. 11: 508. N. '06.

Library extension.

See also Libraries and social settlements.

Circulation. Lib. J. 31: C259-63. Ag. '06.

Miss Hopkins says "no station should be established without good and sufficient reason," while others advocate the establishing of small stations so that the people may get books near their homes, using the central building mainly for administration work. There would seem to be no excuse for the library maintaining Sunday school libraries, but it is well to send books to the schools, to fire departments and even to make a house to house delivery where people cannot be served directly. Each individual librarian must try to meet the needs of her town. Make the library so attractive that all classes will come to it naturally.

Public library as an aid in Sunday school work. Lib. J. 31: 717-8. O. '06.

In Grand Rapids, Mich., the library sends word to the ministers that it is ready to prepare lists of books helpful in studying the Sunday school lessons, and invites cooperation by the teachers.

Library history.

Development of public libraries within the bounds of the old New Haven colony. H: M. Whitney. Conn. Pub. Lib. Doc. No. 8: 3-15. '04.

First books imported by America's first great library, 1732. A. J. Edmunds. Penn. M. 30: 300-8. Jl. '06.

Library progress in Rhode Island. H. L. Koopman. Lib. J. 31: C10-7. Ag. '06.

Proprietary library in relation to the public library movement. W. I. Fletcher. Lib. J. 31: C268-72. Ag. '06.

Library methods.

Librarianship in the future. W. Powell. Lib. Asst. 5: 135-9. Jl. '06.

A standard system of classification is greatly to be desired. If the question of which is the best type of a catalog for a public library were settled by a properly constituted authority the public would be gainers. Every library should have a local collection. Above all uniformity in practice is a thing to be desired.

Library of congress.

Our national library. F. Vrooman. Arena. 36: 277-85. S. '06.

Library of congress catalog cards.

Library of congress classification and its printed catalog cards. F: C. Hicks. Lib. J. 31: 255-6. Je. '06.

The library of the United States naval war college has been made a partial depository for the Library of congress cards thus receiving all cards representing books in the classes most valuable to the Naval war college. Upon these cards subject headings are typewritten and so the work of cataloging is practically eliminated.

Printed catalog cards of the Library of congress; further comparisons of use. Lib. J. 31: 260-70. Je. '06.

The use of the Library of congress cards has grown steadily in favor with libraries and there are at present 740 subscribers to the cards. The actual economy resulting from the use of the cards varies, but on the whole permits a reduction in cataloging expenses.

Use of printed cards in the Northwestern university library. L. Ambrose. Lib. J. 31: 257-9. Je. '06.

Miss Ambrose gives a very interesting and valuable paper on the use made of the Library of congress cards in recataloging the library and in the cataloging of current accessions. Details as to the method of ordering are clearly given. It is computed that one third of the time of the cataloger is saved by the use of the cards while the total expenditure for printed cards for two years was \$387.73. It should be stated that part of this sum was spent for cards supplied by the John Crerar library, such cards not being available from the Library of congress.

Library organization.

Handbook of library organization. Comp. by the Library commissions of Minnesota, Iowa and Wisconsin. O. 79p. n.p. '02. Library commissions of Minn., Ia., and Wis.

Contents: Organization; Housing the books; The books; Administration; Library extension; Librarianship; Library supplies; Index.

Library reports.

Discussion. Lib. Assn. Rec. 8: 392-7. Ag. '06.

What should an annual report of a public library contain? W: J. Willcock. Lib. Assn. Rec. 8: 363-71. Ag. '06.

The primary object of a report is to give information to the town council or chief of authorities concerning the work of the library. This information can be given in a written form and it is well to consider whether it is worth while to print a report where the funds available to the library are not large. The public can always be reached through the press and it is a question whether they would read a report if they had it. Again it is doubtful whether reports are of practical value to other libraries because of absence of uniformity in classification and comparative issues. A report should contain a list of members of committees and officers. The chairman's introduction should note "any special events of the year, or make general observations on the library and its work. The librarian's narrative report should . . . be composed in such a manner as to render unnecessary most, or all, of the elaborate tables usually given later on in the body of the report." He should state the number of volumes the library contains and the number in each division of the classification; the total number of volumes issued and the issues in specific classes, with the daily average; it should state how many borrowers "are burgesses, non-burgesses and juveniles;" the total number of visitors to the reading room should be given. The remaining pages "may be devoted to a list of magazines and newspapers taken, a list of donors and donations, and a financial statement or balance-sheet."

Library schools.

See also Library training.

Report of the committee on library training. M. W. Plummer and others. Lib. J. 31: C175-7. Ag. '06.

Library science.

Annotated syllabus for the systematic study of librarianship. J. D. Brown. pa. *1s. Library supply co., London.

Contains an exhaustive list of books and articles on practical librarianship, fully annotated. Also tables of factors and percentages by which any problem which may arise in connection with the planning or stocking of a library can be worked out.

Library training.

See also Library schools.

Need for correspondence school courses.

E. A. Spilman. Pub. Lib. 11: 503. N. '06.

Training of teachers in library work. A. Cunningham. Normal Adv. 11: 108-10. Ja. '06.

Loan department.

Delivery department. B. Winsor. Lib. J. 31: C267. Ag. '06.

Let all books except seven-day books stay out one month instead of two weeks. It will mean fewer overdue books and saves renewal postals. Don't have special cards for teachers or any other class. Serve all alike. Don't require a guarantor except for minors. Trust people and so make your library popular.

Putting out new books. A. G. Evans. Pub. Lib. 11: 499. N. '06.

In Decatur, Ill., the library adds about 75 new books a month and it is the custom to place these on the shelves on Monday morning of the

last week in the month. The list of these books is published in the Sunday papers. For the first day all these books are placed on a counter back of the delivery desk and after that placed in their respective classes. "On 'new book day' patrons are limited to one new book in a family" except that a child is permitted to have an additional one from the children's room. These new books may not be reserved by advance request, although if ordered by special request for study club purposes, a notification card is sent giving the date when the book will be placed on the shelves.

Nature study.

Nature study and the small libraries.

J. C. Bay. Pub. Lib. 11: 315-6. Je. '06.

Newsrooms. See Reading rooms.

Open shelves. See Access to shelves.

Ordering of books. See Acquisition and accession.

Pamphlets.

Taking care of pamphlets. W: S. Merrill. Pub. Lib. 11: 502. N. '06.

All pamphlets in the Newberry library of Chicago are entered in the catalog and snelf lists in the same manner as books. Many are bound in card board with cloth back and hinge and are entered in a separate pamphlet accession catalog. Continuations like annual reports issued in pamphlet form are sometimes rebound if of special value for permanent use. Small libraries which cannot afford this method could use this modification of the Harvard system: "Make an author-card for each pamphlet and mark shelf-number on it after classification. Enter each independent pamphlet separately in the accession catalog, works appearing in parts, of course to be entered as books when complete. Classify each pamphlet by subject and keep tied up in bundles with heavy manila paper and tape, lettered by pen on the back, for reference use only. Make one entry under each subject referring to these pamphlets, and keep a duplicate list of such headings for convenient reference."

Periodicals.

Care of periodicals. F. R. Jackson. Pub. Lib. 11: 493-4. N. '06.

Periodicals should be ordered "thru agents who will furnish them at lower rates than the publishers, and in the case of foreign periodicals will collect them and send them in packages, thus insuring better condition and less likelihood of missing numbers." The record of orders may be kept on ordinary catalog cards and should show "title, call number, the year covered by the subscription, date of order, agent, regular price, cost price and date of bill." Every periodical should be dated and receive marks of ownership, the leaves should be cut and loose pages or plates fastened in securely before being placed on shelves or tables for readers. "Missing numbers should be sent for as soon as noted." Attention of the public should be called to articles of importance in the less popular magazines. Mr. Jackson advises the spring back binder for preserving temporarily the ordinary sized magazines.

Labor papers, 1827-1837. Lib. J. 31: 671-2. S. '06.

A list of periodicals "the primary purpose of which was to support organized labor."

Periodicals—Continued.

Literary interests of Chicago. H. E. Fleming. *Am. J. Soc.* 11: 377-408, 499-531, 784-816; 12: 68-118. N. '05-Ja., My.-Jl. '06.

Mr. Fleming gives a history of the periodicals published in Chicago, giving information as to their character, origin, struggles for permanence, the interrelations between these publishing interests and other interests, and the causes of their death in cases where they have ceased publication.

Periodicals for a small library; a list with prices. J: C. Dana. *Pub. Lib.* 11: 367. Jl. '06.

Report of committee on title-pages and indexes to periodicals. *Lib. J.* 31: C193-4. Ag. '06.

Treatment of periodical publications. P. C. Bursill. *Lib. Asst.* 5: 98-100. My. '06.

Periodicals should be accessioned and the chief articles indexed. In binding the index should always be placed at the end of the volume. Where advertisement sheets form part of the pagination of the volume they should be retained in binding. Otherwise one must use discretion about retaining them.

Picture bulletins.

Bulletins for children. L. M. D. Trask. *Lib. J.* 31: 708-9. O. '06.

Post bulletins where the attention of the children must be attracted to them and do not make them too elaborate or too finished. Post a list of questions with them and ask children to answer them. Encourage the children to find pictures suitable to illustrate certain subjects as for example flag day. Also ask the children to furnish both pictures and questions. Children are usually ready to cooperate.

Pictures in the library. H. A. Wood. (In Birthdays, anniversaries and events. leaflet no. 4. p. 10-9. Iowa lib. com.)

Picture bulletins are "one of the most pleasing and helpful methods of library advertising." They may induce the aimless reader "to undertake a definite line of profitable work. . . . The picture bulletin should suggest the best in fiction as well as in other more serious lines. The pictures should always be accompanied with a list of books and magazine articles. . . . It is unwise, especially in a small library, to attempt more than one bulletin at a time. . . . The two prime requisites for making bulletins are ingenuity and good taste."

Pictures.

Use and care of pictures. A. Cunningham. *Normal Ad.* 11: 220-35. My. '06.

"Of late years the art study clubs, the civic leagues, etc., have been making large demands upon the libraries. Finally schools, from the kindergarten to the university, are learning to make every conceivable use of pictures. For a library to ignore the collection and care of pictures is well nigh an impossibility; certainly, no library can be called modern in the fullest sense of the term which fails to give attention to their collection and use." Pictures are educational in value. The modern scientific spirit of close observation prompts their use. They give vividness and reality to historical events and to manners and customs of all ages. "Many libraries now treat pictures much the same as books; accession, classify and catalog them." Pictures may be mounted on heavy manila paper or cardboard. Some libraries prefer the scrap book system however.

Prices. See Book prices.

Printing.

Cataloging of early printing in the United States prior to 1890. F. Neumann. *Lib. J.* 31: 669-71. S. '06.

Preparing manuscript for the press. L. N. Wilson. *Clark. Univ. Lib. Pub.* 1: 119-30. Ja. '05.

Contains directions on preparing manuscript, and on proof reading. Discusses type setting machines, and agreements with publishers.

Proprietary libraries.

Proprietary libraries and public libraries. L. Swift. *Lib. J.* 31: C272-4. Ag. '06.

Proprietary library in relation to the public library movement. W. I. Fletcher. *Lib. J.* 31: C268-72. Ag. '06.

A history of the proprietary library movement and discussion of the advantages to be gained by the patrons of the semi-public library.

Proprietary library's excuse for being. A. H. Stone. *Lib. J.* 31: C274-5. Ag. '06.

"For people reasonably prosperous, refined and cultivated there is room for and need of something less crowded, restricted and business like than the public library, if there is to be preserved among us the real art of reading."

Public documents.

Building up a public documents collection. A. R. Hasse. *Lib. J.* 31: 661-5. S. '06.

A record of building up the public document collection of 75,000 volumes in the New York public library. The official catalog of 131,520 cards contains both subject and author entries. This catalog is made so as to show what volumes are lacking to complete the different sets of documents. Methods of work are given and forms of cards are shown.

Building up the Canadian archives. *Nation.* 83: 52-3. Jl. 10. '06.

Documents for small libraries. A. R. Hasse. *Pub. Lib.* 11: 511-3. N. '06.

Miss Hasse thinks the depositing of government documents in libraries a greater burden than small libraries can well stand, believing that a library can better afford to buy the few documents that it needs than store and take care of so many that are never used.

Report of the committee on public documents. A. R. Hasse. *Lib. J.* 31: C140-5. Ag. '06.

"The comparatively limited use of public documents in the majority of libraries when compared with the cost of cataloging and maintenance, probably makes them one of the most expensive assets of a library. If they are carted away into cellar or attic, there is a breach of the trust which exacts that these books be made and kept available. If they are shelved, then a disproportionate amount of shelf room is being given by most libraries to a class of books for which there is a very limited demand. If, finally they are cataloged by the library, their cost to the library is enormously increased."

Small library's solution for public documents. J. G. Smith. *Pub. Lib.* 11: 514. N. '06.

The East Orange, N. J., library solved in the following way the public document problem: it sorted and transferred all documents to an assembly room and arranged them in series, then discarded many of little use to that

Public documents. Small library's solution for public documents.—Continued.

library and "accessioned, classified, shelf-listed and cataloged" those to be retained. Certain valuable monographs were cataloged and the remaining material bound with them ignored. "Series that appear monthly as unbound pamphlets and afterward come to us bound are treated as periodicals. To secure monographs on special subjects the government catalog is consulted. The Congressional record is filed in the men's reading room until the opening of a new session of congress, then it is thrown away.

Subject headings for state documents.

A. R. Hasse. Lib. J. 31: C123-6. Ag. '06.

Notes on this article are given under the heading Cataloging.

United States public documents and their catalogs. E. E. Clarke. Lib. J. 31: 317-8. Jl. '06.

"In 1892 Mr. Ames issued his 'Check list of public documents . . . 1st-53d congress.' . . . In 1894 Mr. Ames's 'Comprehensive index, 1889-93,' appeared. . . . Since 1895, the present series of guides to the documents, are as follows: (1) the Monthly catalogue, including all United States publications, entered under the departments and bureaus issuing them, the latter arranged according to their organization in the government; (2) the large, full catalog of the public documents of the United States, by subjects and authors, or 'Sessional catalogue,' including all publications of the period of a single session, later of a single congress. . . . (3) The 'Document index,' including only the congressional set of documents and in title-a-line index form, . . . still keeping each publication under its government bureau author, alphabetically by such government authors." Since Jan., 1906, the alphabetical index to the Monthly catalogue has been discontinued and the entries have been rearranged. With this new arrangement and the loss of the index it is almost hopeless for anyone except a document-expert to find anything in the catalogue.

Publishers and publishing.

Book publishing. J. B. Lippincott. Ann. Am. Acad. 28: 1-15. Jl. '06.

Writers and the publishing trade, circa 1600. P. Shearyn. Library, n.s. 7: 337-65. O. '06.

Reading.

Problem of the girl. L. E. Stearns. Lib. J. 31: C103-6. Ag. '06.

There is a wide diversity of taste in the choice of books read by girls between fourteen and eighteen. Miss Stearns gives statistics of the classes of books read and of the individual books preferred. "If the girl does not read the great novels in her youth she is seldom likely to do so. . . . If till the age of eighteen or nineteen her taste for good literature has not been cultivated . . . it is not to be expected that after twenty her taste will change to any considerable extent."

—Discussion. Lib. J. 31: C200-3. Ag. '06.

Reading habit in the United States. G. Michaud. Putnam's. 1: 203-7. N. '06.

Reading of farmers. Nation, 83: 178. Ag. 30. '06.

The only solid reading that is popular among farmers in Wisconsin is travels. The preponderance of fiction is what attracts the up-country districts just as it does the towns.

Responsibility for the public taste. A. Hill. Library, n.s. 6: 257-62. Jl. '06.

What the negro reads. G. B. Utley. Critic. 49: 28-30. Jl. '06.

Reading lists.

Book lists and bulletins in the children's room. A. G. Whitbeck. Lib. J. 31: 316-7. Jl. '06.

Lists of books printed as book marks are very helpful for children. They do not use lists in bulletins to any great extent. When lists are posted in the room it is well to place the books on shelves or a table near at hand.

Reading rooms.

Newsrooms, their requirements and service. J. D. Young. Lib. Asst. 5: 57-60. F. '06.

Only the best daily papers should be taken. Good trade and technical, also scientific and artistic papers, and monthly and quarterly periodicals should be provided. Light current literature should be excluded. The room should be well lighted and the furniture should suit the circumstances. Newspapers should be so arranged that congestion will be avoided. "In order that periodicals may be rapidly distinguished it is a good plan to paste the outside sheets of the periodicals on the covers in which they are to be found." This is economical and effective.

Open-air reading room. World's Work. 12: 8025. S. '06.

The New York public library on Rivington street has opened a roof garden reading room, and the experiment has proved very successful.

Reference department.

Amalgamation of lending and reference libraries. W. C. B. Sayers. Lib. Asst. 5: 89-93. Ap. '06.

The reference department should be by itself and should furnish a place where readers will not be disturbed.

Applied science reference room in the Pratt institute library. il. Machinery. 26: 16-7. S. '06.

Suggestions on the planning of an ideal library: an utopian forecast. W. J. Harris. Lib. Asst. 5: 86-9. Ap. '06.

Mr. Harris advocates shelving reference books with the other books. Thus all books on specific subjects would be brought together. In many cases the reference department is the least used but the most expensive department of the library.

Reference work.

First years of reference work. J. Warner. Lib. Asst. 5: 84-5. Ap. '06.

Reference work. L. M. Clatworthy. Lib. J. 31: C263-5. Ag. '06.

Mr. Dewey says reference work is "systematic aid to readers," and adds "The rapid development of reference work comes from the recognition of the library as an educational force." Effective reference work can only be done when a library is well classified and cataloged. Then the librarian should know his community. One of the ways to serve inquirers is to teach them to help themselves. This training in the use of books should begin in the schools.

Reports. See Library reports.

School libraries.

Care and use of township libraries. Wis. Lib. Bull. 2: 61-2. Ag. '06.

Condensed rules for accessioning, labeling, classifying, and shelf-listing are given. The outline of classification is condensed from the Dewey system.

List of books for school libraries prepared by the Oregon library commission. 2 pts. Pt. 1. Books for elementary schools. 111p. Pt. 2. Books for high schools. 53p. O. pa. '06. Oregon library commission.

Part one contains chapters on Information for school officers; A \$50 school library; Instruction for librarians; Suggestions for librarians and teachers; Cataloging and classification; School library law; Library supplies.

Public schools and their libraries. A. Esdaile. Library, n.s. 7: 366-75. O. '05.

The basis of a good school library should be English. Little literature should be purchased that is less than twenty-five years old. There should be books of reference and standard works on the chief school subjects. The librarian should be officially appointed and should be paid a salary for his work.

School library. Neb. Lib. Bull. No. 2: 1-5. Je. '06.

Selection of books. See Book selection.

Small libraries.

Common sense in cataloging small libraries. A. Van Valkenburgh. Lib. J. 31: C127-9. Ag. '06.

Inexpensive resources for small libraries. A. V. Milner. Pub. Lib. 11: 363-7. Jl. '06.

"If I were fitting up the reference department of a new small library anywhere in Illinois, the first two books I should ask for would be the latest edition of the unabridged International dictionary, costing about \$8, and the current volume of the Daily news almanac, costing 30 cents." Before selecting a third book, helps on library economy, bibliographies and free publications should be considered. The first group is headed by Mr. Dana's Library primer; Miss Hitchler's A. L. A. Library tract, Cataloging for small libraries; Mr. Wyer's New York State library bulletin, U. S. government documents; and the A. L. A. catalog for 1904. These four cost \$1.80. Additional tools are Dewey's classification, Library school rules, Miss Plummer's hints to small libraries, A. L. A. tracts and the periodical "Library Work." Many valuable bibliographies are free or inexpensive. A carefully chosen supply of free publications may influence the selection of books. Many advertising booklets issued by railroads and manufacturers have valuable reference material.

Problems of a small town library. S. B. Askew. Lib. J. 31: 705-8. O. '06.

The library of less than 5000 volumes is the one discussed. Most of its problems arise from lack of money. To do technical work the librarian might stay over hours. She should not drive people away by being too officious. She can devise plans to make the towns people become so interested that they will help her in her work. In the matter of supplies a wise economy should be used. In re-binding books the state commission is a great help.

What the state library association should do for the small library. Lib. J. 31: C251-4. Ag. '06.

What the state library commission can do for the small library. Lib. J. 31: C247-51. Ag. '06.

Social settlements. See Libraries and social settlements.

State libraries.

California's state library reaches every county in the great state. W: R. Watson. Sunset. 17: 363-7. O. '06.

Besides sending out travelling libraries, books are sent to study clubs and to the blind. Assistance in organizing is given to new libraries, and legislative reference work is carried on.

Statistics.

See also Library reports.

Stock-taking. See Inventory.

Story telling.

Suggestions for five minute stories. E. L. Power. Quar. Ia. Lib. Com. 5: 72-3, 88-90. Ja., Ap. '06.

Subject-headings. See Cataloging.

Sunday opening.

Development of the Sunday library. J. C. Moffet. World To-Day. 11: 1216-8. N. '06.

The tendency among libraries is unmistakably toward Sunday opening and toward longer hours of opening on that day. Very few libraries issue books on Sundays.

Tax for libraries.

Basis of taxation for public libraries. J. H. Canfield. Lib. J. 31: C36-40. Ag. '06.

The public library as well as the public school is an integral part of one great system of public and free education and as such the tax for it "must be depended upon precisely the same grounds as we defend the tax for the public schools."

Technical books.

Library in relation to special classes of readers: supply and use of technological books. H. W. Craver. Lib. J. 31: C72-5. Ag. '06.

The selection of technical books is made easier by consulting the reviews in technical periodicals, and by knowing which firms publish reliable works as a rule. "The special trial of the technology librarian is the rapidity with which his collection ages to the point of uselessness. In five or ten years his good working collection no longer represents actual practice, and he finds its usefulness vanishing. . . . Constant buying is necessary, not only of good new books, but also of new editions of old standards. . . . Size means little in a technological collection, modernity means much. . . . It is necessary to have books of a rudimentary nature as well as the best books. . . . In addition to books a collection of periodicals is of the utmost importance."

Revised list of technical books suitable for public, industrial and school libraries, and for both general and technical readers. Prepared by a committee of the Society for the promotion of engineering education. D. 64p. n.p. '06. McClurg.

In 1901 a committee was appointed by the Society for the promotion of engineering education to prepare a list of scientific and technical books as an aid to librarians. The committee submitted a report in 1903, and this list has been revised in the present year, 1906.

Technical books—Continued.

Use of industrial collections at the Providence public library. E. Garvin. Lib. J. 31: C76-8. Ag. '06.

In the Providence library the "classes best represented are textiles, electricity and its applications, machinery, mechanics and jewelry design," and general books of flower and animal design," for these supply the books most useful to the manufacturing industries carried on in Providence. The library contains full sets of proceedings of engineering societies, 589 industrial trade catalogs, a set of the United States patent office gazette, the bulletins of the United States department of agriculture, etc.

Thefts.

Library problem. Lib. J. 31: 673-4. S. '06.

Traveling libraries.

Reading of farmers. Nation. 83: 178. Ag. 30, '06.

Trustees.

How the trustee may best keep in touch with the conduct of the library. J. L. Farrington. Quar. Ia. Lib. Com. 5: 81-3. Ap. '06.

"The successful trustee should have a scholarly and an humanitarian instinct . . . and . . . no man or woman, lacking these essential qualifications, should serve or can serve successfully as a library trustee." The home library should be visited frequently and the trustee in his travels should visit and inspect libraries, thus broadening his knowledge.

Ideal relations between trustees and librarian. M. Dewey. Lib. J. 31: C44. Ag. '06.

"The ideal should be mutual confidence, harmony, and good will, and the more personal friendship the better." The function of the trustees is legislative, that of the librarian administrative. The librarian has no right to ask the trustees to let him do as he pleases, nor have the trustees the right to usurp executive functions.

Trustees and methods of choosing them. Pub. Lib. 11: 381-2. Jl. '06.

Whole duty of a librarian trustee: from a librarian's standpoint. A. E. Bostwick. Lib. J. 31: C40-4. Ag. '06.

Trustees should interest themselves in re-

sults and leave the consideration of methods appropriate to the attainment of these results to the librarian. They should see that the librarian does not regard technique as a means instead of an end. Trustees should see that a good material showing is made for the money expended, that there is a proper ratio of expenditure for books to the expense of administration, that the library is raising the educational standard of the community, or is at least exerting itself to do so, that it purveys proper educational recreation, and that its social status is good. Both trustees and librarian should realize that the board of trustees is the supreme authority.

—Discussion. Lib. J. 31: C239-40. Ag. '06.

Work of a library trustee from the librarian's point of view. H: M. Utley. Lib. J. 31: 657-60. S. '06.

A trustee should have some obvious fitness for the work in the way of training or mental endowment. He should not be so busy with his own affairs that he can give no time to the library. On the other hand he must not give it his whole time or he may become a bore. He should not be elected because of his political bias or because he is a clergyman. No idea of patronage should be connected with the position. Trustees should make few restrictive rules, and should allow the librarian great freedom. A long term of service is undesirable. Simplicity in the organization of trustees is desirable. "It is not wise to have too many committees."

Work of a library trustee from the trustee's point of view. J: Patton. Lib. J. 31: 655-7. S. '06.

A trustee should endeavor to get the best person for the money when selecting library employees. Sentiment should not enter into the question. He should aim to bring the advantages of his institution before the people in every way possible. It is the business of the librarian to make the selection of books to be purchased and the trustees should approve the selection.

Tuberculosis. See Contagion.

University libraries. See College libraries.

VOL. I.

MARCH, 1907

No. 4

LIBRARY WORK



A BIBLIOGRAPHY AND DIGEST OF
CURRENT LIBRARY LITERATURE



THE numbers as issued will include, in addition to a bibliography of current library literature, notes on library progress and items of interest to librarians. Current numbers sent free librarians on request. Back numbers 25 cents per copy.



Published by
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MINNEAPOLIS

Bibliographical Publications

The United States Catalog

A record of books in print January, 1, 1902. Entries under the author, subject, title and series in one alphabet with particulars of binding, price, date and publisher. Edited by Marion E. Potter. There are over 100,000 books listed in this catalog under more than 225,000 entries. 2,150 pages, double column nonpareil, 8vo, half morocco, \$15.00, net.

The United States Catalog, Supplement 1902-1905

A record of books published in the United States from January 1, 1902, to December 31, 1905. Entries under author, subject, title and series in one alphabet, with particulars of binding, price, date and publisher. Edited by Marion E. Potter. This is a cumulation of the monthly Cumulative Book Index, with corrections to date of publication for four years in one alphabet. Given Library of Congress Card Catalog numbers and contains complete directory of publishers. 2034 pages, 8vo., half morocco, \$15.00, net.

The Cumulative Book Index

A record of books of the year. Each monthly number from February to August includes, in one alphabet, books of the year to date of issue. Each number from September to December includes all books of the fall season and the January number records in one alphabet, books of the previous year. Books are recorded under author, title, and subject entries and the author entry is a complete transcript of the title page of the book indexed. Subscription \$6.00.

Readers' Guide to Periodical Literature, Vol. 1, 1900-1904

Being a consolidation of the Cumulative Index to a Selected List of Periodicals and the Readers' Guide to Periodical Literature. An author, title and subject index to the leading English and American magazines and reviews. Edited by Anna Lorraine Guthrie, formerly Reference Librarian at the University of Minnesota. One volume, pp. xli-1,640. 8vo., half morocco, thumb indexed, \$16.00, net.

Readers' Guide to Periodical Literature. Annual for 1905

An author, title and subject index to a selected list of magazines for 1905, including maps, portraits and illustrations, 8vo., pp. 393; cloth, \$3.50, half morocco, \$4.00.

Reader's Guide to Periodical Literature. Annual for 1906.

An author, title and subject index to a selected list of magazines for 1906, including maps, portraits and illustrations, 8vo., pp. 476; cloth, \$3.50, half morocco, \$4.00.

Readers' Guide to Periodical Literature, Monthly

The issues for March, June, September and December contain in one alphabet a complete index to magazines for the year to date of issue. The seventy-three magazines indexed are especially adapted to reference work and are those usually subscribed for in the small and medium sized libraries. Subscription, including annual cumulation, \$6.00. Special price for introduction.

Library Work

A bibliography and digest of current library literature. Notes on library progress and items of interest to librarians are also included. Published every little while. Single numbers 25c. Subscription \$1.00. Current numbers free to librarians on request.

The Book Review Digest

Published monthly, with frequent cumulations. Supplies librarians and book dealers with an up-to-date and reliable means of securing an evaluation of books as they are published. Author entry only. Reliable descriptive note is given, followed by reference to all reviews appearing in forty-five of the leading periodicals together with extracts which reflect the opinion of reviewers and give the readers the gist of criticism and descriptions. The general trend of the review, whether favorable or unfavorable and to what degree is indicated by the sign + (plus) and - (minus). Subscription, \$5.00. Annuals for 1905 and 1906, 395 and 389 pages, 8vo., each, \$3.50, net. Half morocco, \$4.00, net.

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LIBRARY WORK

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UNIFORMITY IN CATALOGING.

Uniformity in cataloging methods has been much preached and little practised. No one denies the economy of it both to the cataloger and the users of catalogs but there are so many questions with two sides which can not be convincingly answered either way and so many new problems always at hand which defy all law and order, that the prospect of securing uniformity is not always encouraging. Cutter's 369 rules and numerous sub-rules, excellent as they are, leave many particular cases undecided and even the general principles of them may each, perhaps, be open to dispute. While the work of the A. L. A. in making for uniformity is not to be lightly estimated, the Library of Congress thru its catalog cards has done more towards fixing usage than any other institution. It has the advantage of solving the cataloging problems of each particular book, giving in most cases the particular subject headings under which the title should appear. New subjects are provided with new headings so that the cataloging is always up to date.

The Cumulative Book Index has followed rather closely the suggested headings of the Library of Congress, not only because they conform in most cases to popular usage, but also because of the desirability of uniform practice. The cause of uniformity is now to be much advanced, we believe, by the wise policy of the American Library Association in its revision of "Subject Headings," in course of preparation. Advice as to disputed points has been solicited thru the library journals and by personal appeals and consultations, and a conference is to be held with the catalogers of the Library of Congress in order to perfect a system which all catalogers may follow. The Index will be the first to welcome and follow any standard of cataloging which may be generally adopted.

Having learned that the Index is used as a guide in the cataloging departments of libraries which are not adequately supplied with other aids, we are giving more attention to technical points and particularly to subject headings than is usually given in trade catalogs. Our reference library has been increased so that most of the aids available in the average library are consulted in compiling the Index. This should save the cataloger who uses the Index a good deal of trouble in looking up names and dates. We should like to make it also a working tool for the selection of subject headings and classification, a practical illustration of the best cataloging rules set to work, showing not only what headings to use but what books belong under a particular heading. It has been suggested that the classification indicated on the Library of Congress cards be added to the author entries in the Index. We should be glad to hear from any subscribers who might find this feature useful. We should like to know, too, whether analytical entries for parts or chapters of important books would be of service. Any other suggestions from librarians as to ways of making the Index more useful in the cataloging department will be gladly welcomed.

AUSTRALIAN CATALOGING.

The forthcoming revision of the A. L. A. "Subject headings" makes timely any comments on cataloging tools and we venture to remind those interested in cataloging of a valuable aid published by the Public Library of New South Wales entitled, "A Guide to the System of Cataloging of the Reference Library," by H. C. L. Anderson. The fourth edition of this book was published in 1902. The "Guide" contains rules for cataloging which, we are told, are the result of nine years' practical experience and a careful study of the rules of the British Museum, the L. A. U. K., the A. L. A., and other sets of rules of recognized value. These rules are practical and so clearly and explicitly stated that there is no mistaking their meaning. At variance with the usage of the Library of Congress is the placing of churches under their own

names instead of under the name of the place and the transposition under countries of the words Department, Office, Division, Bureau, so that the alphabetical arrangement shall be by the important or striking word, as United States. Census, Bureau of. The common names of insect pests, birds, flowers, animals and diseases are preferred to the scientific names, but the scientific ones are used for purely scientific articles. Subdivisions are given for entries under countries and cities, the general policy being to avoid massing material under place names and to use other headings subdivided by country. "Finance," however, is a subdivision under the country. Instead of the time-honored subdivision, "Politics and government," there are the two divisions, "Government and administration," and "Politics and political history," besides the division, "Constitution, Constitutional law, Constitutional history." Some general rules are given for the cataloging of government publications, and there is a list with Dewey decimal classification numbers of the names of various departments, bureaus and offices of Canada, Great Britain, Massachusetts, Michigan, Montana, New Hampshire, New South Wales, New York, New Zealand, Queensland, South Australia, Tasmania, United States, Victoria, and West Australia.

The greater part of the book, pages 65 to 390, is occupied with a list of subject headings including cross references and decimal classification numbers. One is surprised to find how closely these agree with the headings used in our own country. Of course we find "Lifts" instead of "Elevators," "Motor carriages" for "Automobiles," "Hawkers and pedlars" for "Peddlers," "Humble-bee" for "Bumble-bee," but this must be expected in catalogs of different countries when both try to follow popular usage in choosing subject headings. The headings, like the rules, are very explicit; e. g., Currants, Black, Red, and White; Pensions and superannuation laws and schemes; Persecutions, Religious. Except in a few cases, as in Political economy, Fine arts, Moral philosophy, out-of-date headings have been discarded and the choice of new headings and the necessary references have been made with great care and good judgment. Among these may be noted: Abandoned farms; Alteration of generations; Animal husbandry; Animal products; Annexation (International law); Aquatic gardening; Authority in religion; By-products; Canvassing; Church and parish registers; Church and social problems; Contract labor; Cramming; Curiosities, Literary and historical; Distribution of wealth; Dress reform; Drink question; Egoism; False pretences; Family worship; Forecasts, Literary and scientific; Identification of criminals; Immoral literature; Inter-marriage; Local option; Military cooking; Paternalism; Professional and business

ethics; Professional education; Public meetings; Public speaking; Religious orders; Reproduction; Royal families; Sacred books; Secularism; Small arms; Social purity; Soup kitchens; Swindlers and swindling; Titles of honor, distinction, address; Waste products; Water courses. There are other headings of course which are less convincing. Such are: Pelagic botany; Passion of Christ; Virgin Mary; Reunion of the churches; Clerical profession. Technological chemistry, and Medical chemistry have some justification, but Analytical chemistry would certainly be more useful under Chemistry, Analytic. It is hard, too, to see why Church architecture, Church history, Church law, Church vestments should be put under Ecclesiastical, while Church antiquities, Church furniture, Church music, Church polity, etc. are entered under Church. Diseases of animals are entered under Diseases; Diseases of plants under Plant diseases and Pathology, Vegetable; Diseases of man under Pathology. Nor is it easy to forgive the heading Female beauty, Types of, when Beauty, Personal and Woman are both in the list of headings. American revolution, American civil war, American Spanish war do not commend themselves as headings to an American cataloger, who fails to see why these should not be subheads under United States—History as the French revolution is a subhead under France—History. Another inconsistency is found in putting the texts of separate books of the Bible under Bible as an author entry while in the Subject Index the books of the Bible appear each under its own name. There are also perhaps more 'isms' than are necessary. McKinleyism; Totemism; Malthusianism; Savagism; Augustinianism; Paulinism; Spinozism are a few of these. The objectionable headings, however, are much in the minority and the book is well worth the consideration of the cataloger.

THE ENGLISH CATALOG OF BOOKS,

1901-1905.

The new English Catalog, covering a period of five years, follows the plan of the preceding volumes. Its distinguished appearance predisposes one in its favor and the typography is well adapted for ready reference. The system of cataloging is very simple and very easy for the cataloger, and if it meets the needs of libraries and book stores, a great economy has been effected. There are no subject entries, so that the catalog cannot be used to find what has been published on a particular subject. Even where the title contains, a word which may be used as a classification, as "Lessons on Mark," no effort has been made to bring these titles into one alphabetical arrangement; books on the Gospel of St. Mark are interpolated

with such titles as "Mark Strathmore's Secret" and "Mark of Cain." Neither are all the books of one author found in one place. For example, part of the books of C. Ranger Gull are found under Gull, and part under his pseudonym, Thorne, Guy. There are no cross-references from one form of name to another. The books of A. C. Benson which were published anonymously are found only under their titles. As no full names are given, except occasionally those of women, it frequently happens that the various works of an author are separated by those of other authors of the same initials, as are the three books of Hermann Smith, which are scattered among eleven titles.

These deficiencies in the catalog are due to the system followed—a system which is not without its staunch defenders. We should like, however, to see the same amount of care and editorial efficiency expended upon a catalog of a more generous plan. There is one respect in which the catalog might be improved without a change of plan or much additional labor: the substitution in the title references of the publisher, instead of the date, would in most cases render unnecessary a further reference to the author entry for additional information. The month of publication is surely an unimportant detail, while the publisher is of first importance.

The publications of learned societies, printing clubs, etc., and books published in series are given in an appendix. There are also directories of English and of American and Canadian publishers. The American portion of the latter directory might well be revised. Among the publishers listed are about twelve who have not been in business for several years. Copeland & Day have been out of business for seven years, and E. & J. B. Young for five. If one should order a book from these publishers, relying upon the information given in the English Catalog, he might be less disposed to smile at those Alaskan Indians who, according to the latest reports of American missionaries, are so faithful to the teaching of the English missionaries who converted them that they are still devoutly praying for Queen Victoria.

UNIVERSITY OF MINNESOTA.

The University of Minnesota has in prospect, if the estimates of the State Auditor and of the State Mining Inspector are correct, an endowment which will hardly be exceeded by that of any other University in the country, public or endowed. Any exact statement of its size is impossible but Mr. Iverson, the Auditor, considers that, at a conservative estimate, it will amount to from fifteen to twenty-five millions.

When in 1871, certain lands in the northern section of the state were granted to the University, it was supposed that their only value would lie in the pine forests which covered them. The last few years have, however, seen a tremendous development in the mining industry in that region, and it appears that considerable areas owned by the University contain iron ore deposits of unknown value. Some of these 40-acre tracts have already been leased and are being worked, but large numbers are as yet untouched. The present lease law provides for a royalty of twenty-five cents per ton on all iron ore mined, but an effort is being made to secure legislation by which it may be increased to sixty cents per ton. All of the money derived from these leases is funded and held as a permanent endowment for the University.

Even at the lower figure it is believed that the total income within the next fifty years will reach at least the sum already stated, and the higher one will, of course, more than double it.

MISCELLANY.

"Let us not take our reading too anxiously. There are more than a hundred good books in the world. The best hundred for you may not be the best hundred for me. We ought to be satisfied if we get something thoroughly good, even though it be not absolutely and unquestionably the best in the world."—Henry van Dyke.

Rural free delivery for libraries is following in the wake of rural free delivery of letters, and, according to reports, with equally happy results. A good illustration is furnished by the Free Library of Hagerstown, Maryland, whose library-wagon is now in the third year of its beneficent work of dispensing intellectual pabulum to the neighboring rural regions. Besides this, over sixty deposit stations are maintained throughout the county, and supplies of books are sent out regularly to numerous day schools and Sunday-schools. Although but five years old, this enterprising library circulates more than eighty-five thousand volumes annually with only about seventeen thousand volumes wherewith to achieve this result. Can a better record than this be shown?—Dial.

List of Subjects for Traveling Libraries.

A recent list of material which has been prepared on public questions of the day, to be sent out as traveling libraries to any school or society wishing to use them, includes the following subjects: Corrupt practices at elections; Ballot reform; Direct primaries; Direct legislation; Popular election of senators; Proportional repre-

sentation; Woman suffrage; Immigration and naturalization; Chinese exclusion; Imperialism; Consular service; Postal savings banks; Industrial arbitration; Workmen's insurance; Old age pensions; Child labor; Convict labor; Eight hour day; Consumers' league; Employers' liability laws; Open shop; Trades unions; Injunctions in labor disputes; State banking laws; Irrigation; Income tax; Taxation of corporations; Tariff; Trusts; Capital punishment; Juvenile courts; Liquor legislation; Municipal ownership; Administration of state institutions; Life insurance; Teacher's salaries; Teacher's pensions; Free text books; Industrial education; Consolidation of rural schools; Government regulation of railroads; Government ownership of railroads; State regulation of railroads; Anti pass laws; Road legislation; State aid for roads; Spelling reform; Drug legislation (patent medicines); Food adulteration; Tuberculosis (preventive measures).—Public Libraries.

Noah.

A member of the Nebraska legislature was making a speech on some momentous question and, in concluding, said:

"In the words of Daniel Webster, who wrote the dictionary, 'Give me liberty or give me death!'"

One of his colleagues pulled at his coat and whispered:

"Daniel Webster did not write the dictionary; it was Noah."

"Noah nothing," replied the speaker. "Noah built the ark."—Buffalo News.

Fool's Dictionary.

To the breathless school-boy who demanded the "Fool's Dictionary," I was tempted to reply that I had often longed for such a compilation; but by patient questioning I found that he wanted "Poole's Index."—Outlook.

Up Against It.

Proprietor Bookshop (in Lallapoloosa, Ind.):

"Look here, young man, why didn't you forward the list of our six best sellers to New York, last week?"

The New Clerk: "'Cause we only sold five, sir."—Puck.

Literature in the Making.

A member of a girl's club was asked to write an essay on Henry the Eighth of England, and handed in the following: "King henry 8 was the gratest widower that ever lived He was born at Anno Domini in 1086 he had 435 wives besides children. The first was beheaded and executed. The second was revoked. She never smiled again but she said the word calias would be found on her heart after her death. The greatest man in his rain was Lord Duke Sir Garret Wolsey. He was sir named the boy batchelor. He was born at the age of 17 unmarried."—Public Libraries.

*Notes on Materials for Library Bookbinding

Geo. A. Stephens, St. Pancras Public Library

At the outset let it be stated that it is not the intention of the writer to deal with this important subject in a technical manner. Rather it is his object to mention a few points connected with it, which, it is hoped, may be of more or less interest to assistants.

When the question arises, in what material shall a particular book be bound? it should be preceded by another: what purpose is the book to serve? The answer will condition the material to be used in the binding of the book.

There are wide discrepancies of opinion amongst librarians and others as to the suitability of the various materials employed for

the binding of public library books. Hard and fast rules cannot be laid down as to which material is best adapted for the several classes of books. Broadly speaking, these fall into four divisions:

- 1.—*Books Occasionally Required:* certain pamphlets, magazines, fiction, etc, not in great demand. As these are put together chiefly for appearance sake, the smaller volumes may be suitably bound in cloth, the heavier in buckram.
- 2.—*Books of Permanent Value* that must find a place on the shelves, but are only for occasional reference: standard historical works, the classics, the statutes, etc. This class requires a binding that will stand atmospheric action for an indefinite period, therefore buckram will be found a suitable material. Rare books and *editions de luxe* might be more ambitiously bound in seal and levant morocco.

*Among English library helps, none is of more practical use to librarians than the "Library Assistant," the official organ of the "Library Assistant's Association." This article, reprinted from the August and September, 1906, numbers is representative of the service of information rendered by the little monthly, and we print it in full.

-Books in Frequent Demand, but of Ephemeral Interest: popular fiction, books on current topics, technical works that are likely to become obsolete or superseded by later editions. Persian calf or Persian morocco will provide a durable binding for the few years these volumes are in circulation.

-Books in Constant Demand: dictionaries, encyclopædias, atlases, etc. Morocco and pigskin would be well employed for such books as these which must have the strongest binding that it is possible to obtain, in order to stand constant wear and tear.

As to the relative merits of materials for binding, the old adage, "there is nothing like ther" is still true, providing the leather has been properly tanned and prepared.

Pig or Hog skin is a very desirable and good material if in its undyed state and not pared down. To judge from the condition of the fine pigskin found on bindings of the 15th and 16th centuries it would appear that pigskin is the most durable of all leathers. The fleshy part of the skin is exceptionally tough and strong, and if it were used for very large volumes where paring down need not be resorted to the book would get the full advantage of its strength; but for ordinary work it has to be pared to such an extent that the toughest part is removed, and there remains only the thin part which is exceptionally cartilaginous. However, as at present prepared, it is so much deprived of its natural fat that it loses additionally in strength.

True Morocco is goat skin tanned with lime and dyed, exhibiting great firmness of texture combined with flexibility. It owes its popularity to the fact that it was first brought from Morocco, and afterwards from other parts of the Barbary coast and the Levant—hence comes another name for the best goat, *levant morocco*. Levant moroccos are often picked up from the best selections of skins obtainable from the Atlas slopes and the Cape. Switzerland and Germany furnish large supplies of goat skins of a good quality, and an exceedingly good class comes from Norway, which skins are used to a large extent for art bindings, being principally finished "bright," with straight grain. The question arises, why is morocco grained? As to the origin of graining the various works on leather are silent; in all probability it was at first accidental. The latter advances the idea that graining may have had its origin during the middle ages when various articles of clothing were made of leather. During that period the Moors of Spain and Morocco undoubtedly possessed the greatest skill in the dressing and manipulation of leather, Cordova enjoying a certain pre-eminence—whence the English term, "cordovan," and the French "cordonnier." These leathers were exported to various parts of the continent for purposes of clothing, etc. The knight and his squire would require leathern surcoats, and the leather, before being cut up for these garments would have to be shrunk, in which process it would pucker up. Thus an undesirable by-product was obtained, which, being inevitable, was made to look as present-

able as possible. That the skilful graining of morocco enhances its appearance is unquestionable, and it is also true that by this process the leather acquires the necessary degree of pliability and suppleness; but the necessity of shrinking the leather for binding purposes is not of primary importance, as it was when employed for clothing, so that to some extent the graining is a survival of former utility, like the buttons on the back of men's tail-coats. Graining certainly does not add to the toughness of the leather, and as library bindings have to serve a utilitarian purpose, this aspect should have first claim, rather than the æsthetic taste of the librarian. As the large grain of morocco provides a receptacle for harbouring dust and bacilli, agencies that considerably shorten the life of a binding, it should not be employed for library bindings. Small grained, or comparatively small grained, morocco will answer to the requirements of a library binding better. Some librarians consider that pigskin is a more durable material for general library work, but the claims of morocco are now receiving more attention, for it and sealskin seem to be the only coloured leathers suitable for public library bindings which have no serious drawbacks. The writer can testify to this fact from personal experience. At the library with which he is connected the bindings of several volumes bound in pigskin over ten years ago are now almost decayed, while books bound in morocco, subject to the same conditions and used for the same period, are in perfect condition.

The SEALSKIN tanned for bookbinding leather is that of the "blueback," or rough-haired seal; the fur seal being too valuable and too much in demand for wearing apparel to be treated as ordinary leather. Sealskin occupies an unique position. Its toughness is not inferior to the best goat and its suppleness is superior to that excellent leather, inasmuch as it contains a good supply of natural oil; moreover, it is very agreeable to the touch. It is prepared and tanned with oak bark and sumach similarly to the other light leathers. The grain, small or coarse, is very even, there being no drawbacks of large portions of neck, shank and belly, as in goat. This grain has, moreover, a peculiar lustre, absent in every other leather, which enhances the appearance of the leather. The price is, of course, considerably higher, no doubt on account of its limited supply, but it is not altogether prohibitive. Valuable works and expensive editions well deserve the use of sealskin, for it has been truly said that "the binding is the robe of honour in which we invest a noble book." Little is known definitely of the durability of sealskin, as it has not been put to a sufficiently long test in point of time.

VELLUM is a term properly applicable only to calf skin, prepared by long exposure in lime and afterwards scraped and rubbed down with pumice-stone; but the term is sometimes loosely applied to the skin of goats and kids similarly prepared. The best vellum is now made from the skin of the white calf, which comes principally from Denmark. It is a skin which probably offers the greatest resistance

both to actual strain and the action of chemicals. It is, however, affected by atmospheric variations, heat and moisture causing it to warp and cockle, and is also influenced by light, under the effect of which it sometimes becomes quite brittle. If kept in a dark place, vellum will be found exceedingly durable. It has additional advantages to recommend it, for it does not hold dust, and may be cleaned without injury to itself. Vellum is specially valuable for the corners of books and deserves to be extensively used for this purpose, as it is harder and firmer than any other leather.

PERSIAN MOROCCO, which is employed largely for cheap bookbinding purposes, is a mechanically strong and useful leather, made of the skin of a small hardy goat abounding in Persia and the East Indies, the finest skins coming from Madras and Singapore. These skins would lend themselves to a quality of leather almost as good as the best morocco were it not for the fact that the rough tanning with turwar bark done on the spot is injurious to the after life of the skins. Still more so is the process of detannisation which they have to undergo to get rid of the effect of the turwar bark tanning, and the further treatment with sulphuric acid. The retanning in sumach, or a combination of sumach and oak, is, however, of little avail, and a comparatively short number of years of service—ten at most—find the books bound in leather thus treated well on the way of "red decay."

The term PERSIAN CALF is entirely a misnomer. It is applied to Persian and East Indian skins from the small hardy mountain sheep that have an intermixture of a large proportion of hair amongst their wool. The skins merely resemble calf by their smooth surface. The ill-usage of these Persian sheep and goat skins is doubly deplorable, as such thin, tough skins which require no shaving, consequently no removal of the best fibrous layers on the flesh side, would be peculiarly well-adapted to the binding of durable library books. As it is, Persians are still most useful for the bindings of books that have a "short life and a hard," such as the most frequently used volumes of fiction require. The grease imparted to the binding by constant handling acts as a preservative.

SHEEPSKIN was and might now be made a very useful leather for cheap work, to which the century old bindings of the past testify. There is a great difference between the skin of the hardy Scotch, Welsh and other mountain sheep, and the sleek, well-fed and securely stabled sheep of the plain. The fibre of the latter is much looser, and the leather consequently less tough. The former skins, properly tanned and worked up without the use of destructive acids, are useful for books that are not subjected to hard wear, especially as their price is low. Sheepskin when tanned in oak or larch bark is known as basil, or bazil—apparently a corruption of the French *basane*. It is distinguished from roan, which is a soft and flexible sheepskin tanned in sumach and stained or coloured. Sheepskin is often dressed by a mechanical process in imitation of mo-

rocco or other of the finer and more expensive leathers. It cannot be too emphatically said that no leather should be accepted for book purposes that has been "printed" with an ironing plate or roller, or by the electro-press, as these processes have a very serious effect, impairing its strength and durability. The chief reason is that all grease must be removed, otherwise it would come to the surface and give a patchy appearance. As sheepskin is split in two, the upper or grain half is called a skiver, while the under fleshy half is known as a flesher, which dressing is dignified by the name of chamois. The thin grain sides are treated with glue and are known as paste grains. This leather is utterly useless for solid bindings, its substance being little better than tough paper.

CALF is a very suitable leather for book bindings, where strength is of secondary consideration. The introduction of the brilliant aniline dyes has been largely instrumental in bringing calf to the fore as a material for book bindings, but its smooth surface is a disadvantage against it for the purpose of rough wear, a least scratch or injury becomes apparent. With considerate treatment, the lasting qualities of calf are far inferior to a good morocco. The ingenious method of applying acids to water to calf to obtain the conventional imitation of the trunk and branches of a tree, and other vast varieties of marbled patterns, is to be condemned because the acids used in these processes are detrimental to the life of calf thus treated. The modern calf now on the market does not seem to be prepared by the same process as the old calf. A few books bound in this material retain suppleness after a few years. They crumble away at the joints and backs exposed to the atmosphere. For public library binding it is therefore not to be recommended.

RUSSIA leather derives its name from a country that first manufactured the artificial leather. Genuine Russia leather is prepared principally from the hides of young cattle tanned in willow bark. The skins were originally dyed red by a surface dyeing with sandalwood, but they are now supplied in other colours, black, blue, and green. It is prized for its peculiar odour, which, by the way, is said to repel insects. It is generally stated that the pleasant odour is due to treatment with the tar extracted from the birch tree; the method, however, by which it is imparted still remains a secret. Frequent attempts have been made by tanners in various countries to impart this odour to their leather by the use of birch oil, but the results have been far from satisfactory. If in constant use, Russia leather not pared down has, no doubt, good qualities, and the writer has seen a leather where the leather was in good condition after twelve years' hard wear. Various kinds of skins are now employed in the manufacture of imitation Russia leather in different parts of Europe and America. These leathers of inferior quality have brought the genuine into disrepute. For public library work Russia leather has been almost superseded by morocco, which is not only somewhat cheaper but is more durable. Speaking of the decay of mo-

LIBRARY WORK

hers the Committee of the Society of Arts Leather for Bookbinding refer to the Russia leather bindings examined by them. These are included in the general condemnation: "In nearly every case Russia leather was found to have become rotten, at least in bindings of the last 50 years."

PEGAMOID, **REXINE** and **KERATOL** are really very useful materials in their way, but more valuable for upholstering and so forth than for books. The feel and smell are somewhat objectionable and they possess the drawback of holding gilt very well; however, their impenetrable surface is certainly commendable for promoting cleanliness as they are washable. **BUCKRAM**—a name familiar to many through staff's antagonists—is a coarse open fabric of cotton or linen, made in different colours and stiffened with size. It will be found a valuable material for books that are not frequently handled. Being a vegetable product, it is not subject to those agencies that have a detrimental effect on leather. It should not be used for works in great demand, as the warp and weft of this and other textile materials will not stand constant friction.

GLAZED CLOTH is a fairly durable material and well suited for books and pamphlets not often asked for and if used for such books will outlast many of those bound in certain leathers. Books clothed when cloth was first employed are still to be found in good condition. If a discussion be permitted, it is interesting to note that cloth binding is entirely an English invention. The exact date of its introduction is in doubt, but it is generally considered that glazed cloth (glazed calico) was introduced by the publisher, and Leighton, the bookbinder, in 1822. The title was printed on a paper label and pasted on the back of the volume. About the year 1831 embossed cloth, similar to that now in use, was introduced. The first work of importance bound in this material with a watered silk pattern was the edition of Lord Byron's *Life and Works* in 10 volumes. The first volume was published in 1832 with a green paper label, but the second and subsequent volumes were issued with the name and coronet stamped in gold upon the title.

BOARDS. The term "boards" reminds one of the wooden boards that were first used for the binding and preservation of the old tomes of the middle ages. These ponderous boards were superseded by sheets of paper pasted and pressed together, and called pasteboards. In the past pasteboards were succeeded by millboards, which are themselves now limited to the better class work; the cheaper bound books having only strawboards. Millboards and strawboards for bookbinding are now made in so many qualities and thicknesses that it is impossible to describe all of them. The thickness of the boards to be used will, of course, depend upon the size and thickness of the work for which they are required. The best boards are hand-made from a pure hemp fibre material, which makes them the strongest and most suitable boards for the best leather work. They are of a much darker colour

than the inferior grades, due to the presence of a considerable amount of tar. It is this quality that is mentioned in Specification 1 of the Society of Arts Committee. Two other qualities of hand-made boards are also made from hemp—hemp yarns, hemp coal sacks, mats and plaits, and other shipping rope. The machine-made boards, best and second qualities, are principally made from old brown paper, but bagging, inferior kinds of coal sacks, millboard cuttings, cartridge cuttings, etc., are also included in their composition. Their price is about half that of the hand-made boards. For common work strawboards are used. These, as their name implies, are made from straw, apparently the cheapest material obtainable. Strawboards are a cheap product of the foreigner, the largest consignments coming from Germany. The best boards are made from fine straw; their price is a little cheaper than the second quality machine-made boards. Strawboards are very much more frangible than millboards, a hard knock on the corners being sufficient to spoil them completely, and therefore they are not to be recommended. The best boards in any material have to be rolled very hard, but not enough to make them brittle. It is important they should be quite dry when used.

COLOURS. In the past too much attention has been given to the colour question in bookbinding, librarians and others insisting upon bright and light delicate shades of colour, and even going so far as to reject those leathers that do not exhibit absolute evenness of colour. These regrettable exactions, combined with the hurry with which orders have to be executed, have resulted in manufacturers resorting to the practice of using sulphuric acid for clearing the skins of all grease and animal matter in order to ensure the desired uniformity and clearness of colour. The vegetable dyes, too, that were formerly used have been discarded in favour of the less durable aniline dyes, which, however, yield a much larger variety of shades. The Report of the Committee of the Society of Arts has been instrumental in inducing several well-known firms to comply with the recommendations and to guarantee to supply leathers that have not been injured in the process of tanning and dyeing, by the employment of sulphuric or other injurious acids. In the preparation of bookbinding specifications it would be well to consult this Report so that all the salient points may be included. It is essential that only non-mineral acids be used. At present they are on the safe side who content themselves with quiet, dull shades of colour, and even somewhat unevenly dyed leathers. Little, if any, practical advantage is to be gained by using a distinctive colour for each class, as the leathers soon lose their original brightness, and, moreover, the desired effect must necessarily be spoiled by the contiguity of numerous books in their original covers. It may not be unwise, therefore, to use in the majority of cases, at any rate, the fastest and best-wearing colours, viz., dark red and maroon, and abandon all secondary considerations.

Bibliography and Digest of Current Library Literature

December, 1906 to February, 1907

Access to shelves.

Open shelves. *Nation* 84: 34, 80, 130, 150, 174. *Ja.* 10, 24, *F.* 7-21, '07.

The *Nation* in the Jan. 10th issue says that American librarians are compelled to confess that the open-shelf system is proving a failure, and consequently they are limiting and safeguarding access to books. Mr. Willson of Clark University library says in reply in the Jan. 24th *Nation* that the open-shelf system is comparatively new and has been given a fair trial in but few of the larger libraries. The great majority of librarians and trustees are opposed to the system and will not give it a fair trial. Its keenest opponents are those who have not tried it. "We open children's libraries where every book is accessible, but when these children become adults we refuse them access to the shelves on the ground that they are not to be trusted to select their own reading. And what are we to say to that large and ever-growing class of technically and professionally educated people who are already knocking at our doors for access to the shelves? No librarian living can meet the needs of these people by a 'selection of the best books.'" At Clark university open shelves have been an unqualified success. N. D. C. Hodges in the *Nation*, Feb. 7th, says the placing of books on open shelves in the Cincinnati public library began in 1900. Now there are 50,000 books which the public may consult without let or hindrance. The system has been satisfactory and there is economy in handling the circulation. L. M. Hooper (*Nation*, Feb. 14) says the Brookline library gives free access to its entire collection. With an annual circulation of 140,000 volumes they have lost an average of 73 books a year. "During the year 1906 the total loss of books was 84, of which number 53 were lost from the children's department, 20 from the open shelves in the delivery room and from the deposit stations, and 11 from the main library." E. S. Willcox (*Nation*, Feb. 21) says "The Providence, R. I., public library, with open shelves, reports, 'with lamentations and loud moans,' 1,796 volumes stolen in two years—forty-five volumes stolen in three months from one small department, the industrial library, alone; and 'it has been impossible to discover the thief or check the thieving.' The Boston public library in its annual report for 1905, gives 1,200 volumes stolen in that year, and, like the Providence library, is at a loss to know what to do. These are but two cases; there are others in plenty—a growing number. In the case of small libraries where all books are under the immediate supervision of the assistants, the open shelf system will, no doubt, continue to be followed as it always has been."

Acquisition and accession.

Order routine in Brooklyn public library. E. V. Baldwin. *Pub. Lib.* 11: 560-1. D. '06.

The last of the month each branch librarian submits recommendations for books to be added to her branch. The order department then files in one alphabet orders for books for which there is an urgent demand, and also for duplicates and replacements. The balance of the recommendations are filed in another alphabet. The slip always indicates which branch wants the book. The slips are then compared with the

Acquisition and accession—Continued.

union catalog and the number of copies all in the library or branches is indicated. At the same time mistakes in author's names and titles are corrected. The slips are then compared with the "file which contains a list of all outstanding orders and all books received but not yet cataloged." When the order is returned to the order department those ordered for a "special reason are stamped 'special' so that they may take precedence over other books in the cataloging department. The slips are then stamped with the date of the order and the name of the dealer, and before the order is actually sent out the order slips are filed. This is made necessary by the fact that several days often elapse between the time the slip is compared with the order and the date it is ordered, and if the book has been supplied in any other way the slip will be discovered when the slip is filed. The number of copies of each title wanted is indicated. . . . The slips for books not already in the library are forwarded to the book committee for approval. A duplicate slip is made for each book ordered, and this is sent to the publisher as an order for the book. When the duplicate slip is returned it is filed under the name of the bookseller from whom it was ordered, and the bills as received are compared with this list and the slips for books supplied are removed from it. . . . No slip is removed from the order list until the book has been cataloged and the card filed in the union catalog. . . . Congressional cards are ordered before the order for a book is sent to the publisher, so that the cards may be received before the book. When the book bills are compared with the order slips the branch initials are affixed to the bill so that the amount of money expended for each branch may be ascertained for statistical purposes."

Successful book purchase system. Jeffers. *Lib. J.* 32: 65-7. *F.* '07.

Sample slips such as are used in the department of the New York public library shown and the practical working details of the order system are given.

Administration.

Library house-keeping. A. Farr. *Pub. Lib. Com. Notes.* 9: 34-5. D. '06.

"To insure order in a library we must that the books are in their proper places on shelves and standing on their feet; that they are whole and as clean as possible. We avoid an accumulation of useless material. We must be careful that all our record is clear and complete."

Simple library simplification. E. W. Lard. *Pub. Lib.* 11: 551-3. D. '06.

A plea for a simplified alphabet. The use of the simplified letters are given, and Gaillard reports that the adoption of the new forms has given great satisfaction in the library.

Alphabets.

Simple library simplifications. E. W. Lard. *Pub. Lib.* 11: 551-3. D. '06.

Specimens of simplified letters for the new alphabet are given.

Annotation.

Descriptive annotation. J. D. Stewart. Lib. Asst. 5: 208-11. Ja. '07.

"Annotation is the description of literary contents of books. . . . The average book title . . . does not do more than vaguely indicate the subject of a book." The extent to which annotation should be carried depends on the style of the catalog and the character of the collection. "There is more need for full annotation in the ordinary general public library which is used by all and sundry, than there is in a library which is used by specialists. . . . Annotation should be confined entirely and absolutely to supplying useful information," and that should be given in as brief and pithy a form as possible. Fiction should be annotated as well as non-fiction, but if any class has to be left out for reasons of economy it should be fiction. Technical and scientific books need careful treatment. An "out-of-date statement should be added to previous entries whenever the book becomes obsolete. It need not take the place of the previous annotation, but should supplement it. . . . For the treatment of the older books, the necessary information for annotating purposes must be obtained almost entirely from the books themselves. After reading the preface and glancing through the book, and if necessary, looking up the author in a biographical dictionary, one can generally evolve an annotation that will answer most requirements." For current literature it is a good plan to use the book reviews where possible."

Evaluative annotation. W. A. Peplow. Lib. Asst. 5: 211-3. Ja. '07.

"Evaluation is the description in the form of a note of the worth of a book in relation to its subject. . . . It is evident that no man can be expected to evaluate all the books in his charge. He must therefore seek the aid of printed criticisms or of specialists." The best way would be to have the work done by a central bureau of specialists, and even this would not always be satisfactory. The safer way is to confine annotations to tangible facts, and to description of the book only.

Manual of descriptive annotation for library catalogues, by Ernest A. Savage, with a chapter on evaluation and historical note by Ernest A. Baker. O. 155p. *5s. Library supply co., London.

Reviewed by W. C. B. Sayers. Lib. Asst. 5: 146-8. Ag. '06.

Short discourse upon the existence of annotation and annotation. S. T. Ewart. Lib. World. 9: 158-60. N. '06.

Examples of annotation by an enthusiast whose zeal is not tempered by discretion.

Auction sales. See **Bookbuying.**

Bibliography.

Aids to readers: printed and mechanical. W. B. Thorne. Lib. Asst. 5: 196-9. D. '06.

These aids consist of bibliographical works, reading lists and bulletins, etc. Of course the catalog is the prime guide. Annotated lists are very helpful.

Binding and repairing.

Book-binding committee. A. L. A. Bull. 1: 10-2. Mr. '07.

"It is generally not advisable to mend books in the original publisher's binding. Loose leaves or illustrations may be tipped in if the work is carefully done, but no attempt should be made to fix loose signatures. . . . Do not resew and put back in publisher's covers. . . . Do not wait until the book falls apart before sending to the bindery. . . . The first and last

Binding and repairing. Bookbinding committee—*Continued.*

signatures which receive the most wear, and which in most rebound books give way first, should be guarded with muslin. . . . All torn leaves should be carefully mended. Always use paste, never use glue or mucilage for this kind of work. . . . Sew on tapes, using three at least. . . . Leather backs should be used; preferably American cow hide. If good roan can be obtained, it will last as well as the cow hide. . . . Binders should be cautioned against using too much glue. . . . Lettering on the back should consist of author, short title, and call number."

Book repairing. C. Field. News Notes of Cal. Lib. 2: 105-8. F. '07.

Do not use glue for repairing any book that is to go to the binder's later. Use long handled paste brushes and keep them soft by soaking in alcohol not water. Home made flour paste with alum to keep it fresh is cheaper than library paste. It can be made once a week. When covers are loosened from the back remove anything which you have pasted inside. Then "carefully slit the edge of the cover nearest the back of the book. Take a strip of book muslin and paste a generous edge to the back of the book. When it becomes thoroughly dry cover the other side of the muslin strip with paste and with a thin-bladed knife, or similar tool, force the strip into the slit." After the book is dry put on new cover facing and fly-leaf. Paper for fly leaves may be obtained from almost any printing house. "A loosened leaf may be either tipped with paste, and carefully crowded back into place, or it may have a narrow strip of paper pasted to it to form a hinge." Use onion paper for repairing torn places. An emerald eraser is good for cleaning the inside of a book. "Two applications of diluted oxalic acid, applied with a camel's hair pencil with the use of blotting paper is said to remove all traces of ink stains. . . . Alcohol will freshen a cover which is not badly soiled, and ammonia much diluted will remove a great deal of dirt, and also the color, unless you are very careful." Apply both with a brush. Ivory soap and water and a soft rag give good results. To restore covers apply a thin coat of shellac thinned with grain alcohol. When the back of a book cover is torn recover it with paper cambric. "First cut a piece of rather heavy paper slightly longer than the height of the book and wide enough to permit the edges to lap onto the covers about three-eighths of an inch. Next cut a piece of cambric an inch longer and an inch wider than the paper. Paste the two together, leaving equal margins on all sides. Turn both ends of the cloth over the paper and paste securely. The cambric stretches when it is wet; therefore, if the edges at the sides become uneven trim them and then paste the whole to the back of the book. . . . White ink is good for marking the backs of the cambric covered books, and gold ink for nicer work." If the entire book cover is shabby "cut three pieces of the cambric, one for the back and the other two for each of the covers allowing margins on all sides for turning in. Cover the back, using the strip of paper as was described. When ready to do the covers, turn in the edge of the cambric which is to go nearest the back, and paste. Cover the original cover of the book with paste, then put on the cambric, smoothing out the wrinkles with the palms of the hands. Before turning the edges over the board cover, cut away the superfluous squares of cloth at the corners. Be very careful, or you may cut too much. Turn the edges over and paste down, taking particular care at the corners, for this is where the cover wears shabby so quickly. If the book has two or more fly-leaves, very often you can save much time and still have your work look well, if you turn the first leaf back and paste down the cover facing. If this cannot be done, cut a new facing and fly-leaf from a single piece of paper. When the cover is dry, shellac the whole; and when that is dry do the lettering."

Binding and repairing—Continued.

Hints on bookbinding. H. W. Reid. Pub. Lib. 12: 63-4. F. '07.

Too much gold makes a book look cheap. Use but little filigree work on the back and sides of a book. Raised bands give a book a rich appearance. In lettering "use the largest, full-faced letter which the book will take without crowding." Omit the abbreviation vol. Put the date on the bottom panel of the book. "For the volume and date the heaviest and most extended type should be used." Slim letters are hard to read and look cheap. Use plain type on the back of a book. Ornamental type may be used on the side. Have the binder keep rub-offs of the various serials the library contains. This will save trouble to both binder and librarian. Keep books newly bound under pressure till they are seasoned and the covers will not warp. Care should be taken in opening a book the first time. Use paste not mucilage or glue in repairing a book. Do not cut the leaves before sending magazines to a binder, and do not "pull the book to pieces or remove the advertisements. The binder prefers to do that himself."

Home bindery or repairing department. H: T. Coutts. Lib. World. 9: 233-6. Ja. '07.

"A small bindery or repairing department, under the control of an assistant who understands the technique of bookbinding" is a profitable investment for a small library. This does not mean a complete plant for, except in the case of large libraries, it is more economical to have the binding done by an outside firm. But "the value of having even the smallest repairs done by one who is learned in the art of welding the pastebrush cannot be over estimated. . . . Many a book has its life shortened through incompetent repair." Repairing is greatly facilitated when done at home and in addition to this economies may be "effected by the making of periodical covers, the mounting of maps, the manufacture of files and the like." To have the class number put on the backs of books in gold is the only satisfactory way and an intelligent assistant can easily learn to do this. A finishing outfit for this work is an item of expense in the beginning but pays for itself in a short time. The initial cost of the plant and finishing apparatus will be about \$75. This does not include materials the cost of which is very small however. The result of such a department at the Croyden public libraries has been very gratifying and a strong argument in favor of the general adoption of a home binding department.

Notes on materials for library bookbinding. G: A. Stephen. Lib. Asst. 5: 143-6. 162-4. Ag-S. '06.

A reprint of this article will be found in Library Work, Vol. 1, no. 4, pages 72-75.

Year's record in bookbinding. M. L. King. N. Y. Times. 12: 28. Ja. 19, '07.

The recent development of the art of binding in the United States is noted. Bookbinders are of two classes, amateurs and professionals. "The training of a good bookbinder is as follows: A course of tuition extending anywhere from two to four years, the time given to this work to be not less than from three to four hours daily. . . . The foundation of all good finishing is that the preliminary leather work be well and substantially done. This takes a vast amount of experience and involves much detail combined with great accuracy. . . . A person who is already skilled, perhaps, in manual training and the use of tools, has been educated in designing, and is wide awake generally, will need less instruction to arrive at a given point than another person who starts in with the handicap of never having used a tool and without knowledge of the elements of design, etc."

Bookbuying.

Book auction sales and secondhand catalogs. M. G. Wyer. Pub. Lib. 12: 53-6. F. '07.

"There are now at least three prominent firms in the United States conducting auction sales of books weekly and, at some seasons of the year, daily: C. F. Libbie & Co., Boston, Mass.; Merwin-Clayton Sales Company and the Anderson Auction Company, New York City." These firms send out catalogs "far enough ahead to enable the librarian to check over and mark desirable items." Send in lists giving catalog number, author, and price bid, remembering that all bids are per volume not per set. Books are sold subject to approval. One needs a knowledge of book values to bid intelligently and this can be gained by studying the English or American book prices current. Bid only on books you need. As a general rule one-fourth the list price of the book is a good standard, tho the rule cannot be blindly followed. Learn the names of secondhand dealers and study their catalogs regularly. They often show good bargains. Subscription books can nearly always be purchased in this way not long after their first appearance. These same secondhand dealers often sell remainders at low figures. "For the librarian of the small public library I would suggest either that the catalogs of, say, three dealers be regularly received and carefully studied, or that one dealer be chosen and that a selected list of wants be sent to this one with instructions to submit the prices or fill the order as soon as possible. It will be worth while and, in addition to financial saving, the business men on your board will appreciate your efforts and will be more ready to cooperate with you in regard to your recommendations."

Principles and practice of bookbuying for libraries. I. E. Lord. Lib. J. 32: 56-64. F. '07.

Miss Lord gives a short introductory history of the attention paid to book-buying by the A. L. A. and follows this by a history of the net prices agreement between the American Publisher's Association and the American Booksellers' Association. Bookbuying is largely influenced by book selection. Book selection is in turn determined by book prices.

In buying imported books it is better for the ordinary library to order thru an importer. "It is better to have the books come in lots, whenever it is necessary to pay a notary's fee for the oath of importation. There is no duty on books entirely in a foreign language, but for English books under twenty years old there is a duty of 25 per cent. At present libraries are exempt from this duty, on no more than two copies at one importation. (A branch library counts as a separate library in the present custom house ruling.) If the copyright bill as at present drafted passes, incorporated public or institutional libraries may import free of duty one copy at a time of any authorized edition of any book in English." In buying American books do not order direct from publishers. It scatters the bills and adds the cost of transportation to the price. Do not buy subscription books of agents. Their prices are usually outrageous and in most cases there are plenty of second-hand copies on the market in a very short time. A jobber can usually give better rates than a local dealer. But if without loss to itself a library can help a local bookstore that is a benefit to his city it will prefer to do so. "The ordinary discount on books not published net or no longer net, is 13 1/2%. On technical books of this class, 20 per cent. is the usual discount. Special books are sold at special prices, which can be learned only through inquiry and experience." It is unfair to constantly send lists to several dealers for estimates. "An estimate takes time, care and trouble, all of which are money to the bookseller, and only one of the number asked gets anything in return. . . . Ordering only the books on which his bid was lowest from a given dealer is still more unfair, as he

Bookbuying. Principles and practice—*Cont.* may have been able to quote those prices only in view of the whole order." Buying from auction catalogs pays best "in the matter of expensive art books or illustrated books." It is worth while to take the catalogs of one or two well-known auctioneers of books for a year, bidding on desirable items. But it would be wise to keep account, for a test period, of the amount of time thus spent and the amount of money saved." To attend a few good auctions is a matter of education to the librarian but it does not ordinarily pay. In buying editions, and bindings in his own mind until he instinctively knows whether the price asked is a fair one. Two or three years of such reading of English and American catalogs of second-hand books and auction catalogs will give any one with a deep interest and a fair memory a knowledge of the book market that is invaluable." Orders from such catalogs should be sent at the earliest possible moment. English dealers give no discount to libraries, and most of the American dealers who print lists give none. . . . Orders from American catalogs should go direct to the dealer, and the expense of expressage or postage must be reckoned into the cost of the items ordered. . . . Books from English catalogs should be ordered from the same source as English books. . . . The importer's charge per shilling for secondhand books is about 27 cents." Lists of books may be sent to dealers in second-hand books with an understanding as to ordinary prices. "Half off the list price is an unusual discount for net books, though it is to be had; but half off the list price of unprotected fiction means only the saving on the ordinary \$1.50 novel of the difference between 75 cents and 36 cents, which, with transportation added, may mean no difference at all." Out of print books may be advertised for in the Publishers' Weekly and the Cumulative Book Index.

Book prices.

Plan of the American publishers' association adopted at a meeting held Jan. 9, 1907. Lib. J. 32: 20. Ja. '07.

Principles and practice of bookbuying for libraries. I. E. Lord. Lib. J. 32: 5-8. Ja. '07.

A history of the agreement concerning book prices entered into by the American Publishers' Association and the American Booksellers' Association.

Publishers and public libraries: a comment on the "book war." W. C. B. Sayers. Lib. Asst. 5: 187-8. N. '06.

Book reviewing.

Reviewing books. E. S. Barnett. Pub. Lib. 11: 558-9. D. '06.

The essential qualities which a successful book reviewer must possess are given in the article.

Book selection.

Book-selection committees for juvenile literature in Germany. J. Chadburn. Lib. Assn. Rec. 9: 56-69. F. '07.

In Germany Paul Zeigler of Berlin founded in 1893 the Jugendschriftenwarte a monthly paper designed to educate the public in the scientific criticism of juvenile literature. In 1900 Heinrich Wolgast of Hamburg organized the vereinigten deutschen Prüfungsausschüsse für Jugendschriften, i.e., the Union of German committees for the criticism of children's books. There are now 78 of these committees distributed thruout Germany. A catalog, revised annually is issued. In 1906 it contained 637 titles. The association desires the attainment of "the expression of excellent subject-matter in excellent form, be it prose or poetry; and its illustrations by pictures of excellent

Book selection. Book-selection committee—*Continued.*

artistic value, . . . so that the art of reading should become not only an education in general knowledge, in science, in ethics, but also lead to the cultivation of a refined taste in both subject-matter, literary expression and artistic illustration." The local committees for the testing of books are formed chiefly of teachers who in Germany are considered the natural directors of the public libraries. The association begins each year by rejecting all books which bear unmistakable evidence of worthlessness. The other books are submitted to local committees. "Each book submitted for judgment must be read by at least three members, independently of each other—each member must write out a short criticism 'for' or 'against' the book, giving reasons—for the corporate consideration of his committee. Should the three agree unanimously, their verdict will be probably adopted by the local committee, and forwarded (with reasons) to the headquarters of the association for publication in the Jugendschriftenwarte. Should only two agree, another member would read for the casting vote. The editor thus receives on each specified book, the critical reports of at least five or six local committees (i. e., of eighteen persons) and then publishes the results, with his own summary of the evidence. . . . At the end of each year the books 'accepted' by the Association are incorporated in the 'Verzeichnis empfehlenswerter Jugendliteratur,' the annual 'Catalogue of books suitable for the reading of the young.' The catalog is graded according to the age of the reader as well as by subject-matter. "The right illustration of children's books is a matter to which the association pays the most careful attention. . . . "Pictures for children must be drawn simply and distinctly—be full of poetical feeling and decorative design. Picture and text should accurately agree. If in the story the fairy wears a red cap, that red cap must be conspicuous in all pictures in which that fairy figures. Coloured pictures are preferred by children to those in black and white, but better black and white illustrations than crude and gaudy colour-prints or those in muddy impure tints. And better no pictures at all than poor or imperfect ones."

National materialism and the public library. C. W. Ames. Minn. Pub. Lib. Com. Notes. 9: 4-13. D. '06.

The librarian, not the public, must make the selection of books. "Smaller libraries with limited means are obviously in better position to resist the demand for undesirable and less desirable books than are those which have the means to buy, if they choose, everything that is asked for." Do not buy expensive books which are merely commercial ventures. "Healthy fiction, pure and stimulating, should be conceded to the public demand, but sensational books, however popular, and especially those of doubtful or vicious tendency, of anarchistic or revolutionary character, should be provided sparingly, however eager and persistent the request from the public." In a public library the librarian in selecting political and economic works must avoid anything resembling political partisanship. He should "hesitate to buy and circulate books of any character which teach disrespect for law and order. He should avoid the mere propaganda of blind discontent and radical revolution." There is an ample supply of clean wholesome literature which the librarian can help to promulgate, "books which make for right living—for honesty in business and patriotism in politics; books which stand for sobriety and chastity; for the sanctity of the marriage vow; books which teach that the wages of sin is death; and which show forth the blessedness of self-sacrifice and the beauty of holiness."

Principles and practice of bookbuying for libraries. I. E. Lord. Lib. J. 32: 3-11. Ja. '07.

The effect of the net price has been to make librarians hesitate about buying books before

Book selection. Principles and practice—Continued.

they are a year old. The Publishers' Weekly, The Cumulative Book Index, The Book Review Digest, and the A. L. A. Book List are recommended to librarians who are deciding what books to buy. In the John Crerar library, of Chicago, slips are made out for books not in the library and these are marked to indicate immediate purchase, buy at a reasonable price, wait for further information, buy at reduced price, etc.

Bookbinding. See Binding and repairing.

Booksellers' catalogs.

Booksellers' catalogues. A. G. Burt. Lib. Assn. Rec. 9: 49-55. F. '07.

The originator of catalogs was George Willer, a bookseller of Augsburg who issued a catalog in 1554 or 1561. The first English catalog of any bibliographical pretensions was issued by William I. London in 1658. The quantity of catalogs issued to-day is constantly increasing, but their arrangement is exceedingly poor.

Buildings.

Architectural program for Brooklyn central library building. A. D. F. Hamlin. Lib. J. 31: 771-2. N. '06.

Bryn Mawr college library. I. G. Mudge. Lib. J. 31: 770-1. N. '06.

Frederick Ferris Thompson memorial library building, Vassar college. Lib. J. 31: 769-70. N. '06.

"The modern library building must meet three primary demands: ample provision for study, convenient access to the shelves, and, in colleges where graduate work is done, seminary rooms. In this day of library progress the college library should, as far as possible, be an open shelf collection, and the problems of accessibility to the shelves and of room for study may be met either by the separate study hall and stack room, or by a combination of study hall and stacks by means of the alcove construction." The plan of the new library building at Vassar is "especially adapted to a reference collection for students," by combining the study hall with the stacks. "No independent provision has been made for periodicals, as no class distinction has been drawn between readers of periodicals and readers of books. One alcove in the north wing has been fitted up with periodical cases and drawers for current and unbound numbers, and periodical tables are provided in each wing for periodicals relating to the subjects shelved there. The separate newspaper room secures freedom from the annoyance caused by noisy turning of the leaves of daily papers. Here also are kept, for general consultation, publishers' catalogs and advertisements of new and second-hand books."

Juvenile library. J. B. R. Lib. World. 9: 193-7. D. '06.

Do not put the juvenile department in the basement nor alongside or over the reference department. The floors should be deadened and the walls "wood paneled or tiled to a height of about five feet, the remaining part being painted or decorated. Bookcases, not higher than four feet should be placed around the walls."

Library building plans, collected by W. R. Eastman. (New York state library Bulletin 107. Library school 22.) O. 25c. Pa. '06. New York state education dept., Albany.

"Includes plans of 22 actual buildings whose cost is known and which can be visited."

Madison, Wis. free library building. J. A. Hopkins. Lib. J. 31: 812-5. D. '06.

Carnegie libraries.

Carnegie gifts for library buildings, 1906. Lib. J. 32: 23-4. Ja. '07.

Catalogs.

Bull in the (library) china shop. W. I. Fletcher. Pub. Lib. 11: 549-50. D. '06.

"All other things being equal, that will be the best library which is the best classified, but any very finely worked up scheme of classification is likely to become an object of veneration and a stumbling block in the way of good, honest work in adapting the arrangement of a library to its needs and uses. . . . I do not wish to decry the card catalog, but I would deprecate the disposition to make it something to which all inquirers can go. Subject entries make a hard time for the reader, and even a fine system of cross references will not make the inquirer's road one of sure success."

Catalogs of booksellers. See Booksellers' catalogs.

Children's department.

Care of books in a children's room. H. P. Dodd. Pub. Lib. 12: 83-6. Mr. '07.

In Newark, N. J., books are protected by paper wrappings when issued to children on rainy days. There are two wash-basins in the corner of the children's room where children may be sent to wash their hands but oftener a child with dirty hands is sent home without a book. No child with dirty hands is allowed to sit down to read. Children should be instructed by the librarian in regard to the care of books. Sometimes little rhymes or placards posted have good effects. Hartford, Conn., posts an improved Goop rhyme.

Catalog game played in the young people's room, Free public library, New Haven, Ct. G. F. White. Lib. J. 31: 815. D. '06.

A list of twelve titles is given each child who is to supply the author and book number. Later eight catalog cards with subject heading and author only were given the child to find the call number and title of the book written by the author. The results are very satisfactory for it familiarizes the children with the use of the catalog.

Children's departments in municipal libraries. M. Gilbert. Lib. World. 9: 289-92. F. '07.

The original idea of a children's library was to enable children to become systematically acquainted with literature. The children's department should above all things have open access. "The best way to render a child familiar with books, is to allow the handling of them; and the more attractive the book, the more care will be taken in the usage of it. . . . No books which are not true in their historical facts should be presented in a juvenile library; they give young minds wrong impressions at an age when they are most plastic, which are difficult at a more mature age to erase." The most experienced assistants should be employed in the juvenile department and this assistant should have a first hand knowledge of books.

Children's reference work. E. E. Burdick. N. J. Lib. Assn. Rept. 6-7. O. '06.

All reference books suitable for children are kept in the children's room in the Jersey City free public library. Additions are carefully chosen and as a rule duplicates for circulation are purchased. If a teacher recommends a book to a child the book is looked up and purchased, if it is approved of. Pupils from the high schools and academies "are allowed, when it is absolutely necessary, to use Poole sets,

Children's department. Children's reference work—*Continued.*

the Dictionary of national biography and a few other valuable reference works; but only in the adult reference room." The most extensive work is done for the grammar schools. The pupils want something to supplement their regular work. They also want material on current topics and on debate subjects. Special days such as Thanksgiving, Washington's birthday, etc., create such a demand for material that typewritten sketches giving the most important facts on these subjects are prepared. These typewritten sketches are also of great value in work for the primary grades.

Juvenile library. J. B. R. Lib. World. 9: 193-7. D. '06.

Pictures and plants beautify a room and make it attractive. Select literature with the idea of having it both interesting and instructive. Let high merit and purity be its characteristics. Duplicate the most popular books. Choose illustrated editions when possible and insist on good paper and binding. "A juvenile catalogue should be as straightforward, simple, and concise as possible, so as to be intelligible and helpful to its users." Have a simple code of rules and put only a thoroughly competent person in charge of the room. Make the children feel that the library is like a familiar and cherished home.

Library work for children. F. E. Smith. Pub. Lib. 12: 79-83. Mr. '07.

In a small library if the building is not large enough to devote a separate room for the children, and if a special librarian for them cannot be provided, then count it an advantage that they can become personally acquainted with the head librarian. If a children's librarian can be afforded, get the right person and she will increase the value of the money spent in books. If a story hour is instituted make it count for something. Help the children to help themselves in the library.

Life in a children's library. G. Urban. il. Harper. 114: 231-8. Ja. '07.

Some library things done in Hartford, Conn. C. W. Hewins. Pub. Lib. 12: 86-9. Mr. '07.

Work with children. M. Conover. Pub. Lib. 12: 92-3. Mr. '07.

Children's reading.

See also Picture books.

Books for very young children. J. D. Brown. Lib. World. 9: 282-8. F. '07.

A discussion of the books that can be comprehended by very young children and a list of titles suitable for the ordinary children's department of a library.

Book-selection committees for juvenile literature in Germany. I. Chadburn. Lib. Assn. Rec. 9: 56-69. F. '07.

See notes on this article under Book selection.

Essentials of a good book for children. E. L. Morrisey. Pub. Lib. 11: 548-9. D. '06.

"Good books for children should give ideals as well as ideas. They should give facts, fancy, humor, and choice diction. . . . We must see that they have history, biography, travel, and art; books that have a wholesome point, that excite wonder and leave a question in the mind; that have a moral, but, so subtly put that the child will unconsciously see and feel it." Books for children should be attractive "with artistically colored covers with pretty designs or pictures on them. When the child opens the book he should see good pictures—we cannot have too many pictures. The child loves color, so he should see daintly colored

Children's reading. Essentials of a good book—*Continued.*

pictures in some of his books. All should have large type, wide margins, good paper. The pages should be paragraphed, as nothing is more discouraging to the child than to open a book to a solid page of closely printed matter." Small books are more convenient to handle than large ones. Often a book is made attractive to a child if he is told what the story is about.

Our juvenile readers. Lib. World. 9: 257-62. Ja. '07.

"If in childhood a taste for reading be acquired, it will, if properly guided, not only be an everlasting source of pleasure, but will also awaken a desire for good literature and study. Too great importance cannot be attached to what children read; the choice of books in later life almost entirely depends on the class of literature assimilated in the days of childhood and youth."

Reading for children. Nation. 83: 551-2. D. 27, '06.

Reading for culture. M. Van Buren. Minn. Pub. Lib. Com. Notes. 7: 4-8. Ap. '06; Same. Vermont Lib. Com. Bull. 2: 5-6. D. '06.

Classification.

Subject classification: with tables, indexes, etc., for the sub-division of subjects. Jas. Duff Brown. O. 423p. *15s. '06. Library supply co., London.

Review by W. C. B. Sayers. Lib. Asst. 5: 149-51. Ag.; W. W. Bishop. Lib. J. 31: 836-8. D. '06.

Thoughts on classification, occasioned by the publication of J. Duff Brown's Subject classification. Pub. Lib. 12: 8-10. Ja. '07.

The classification of books in libraries is largely a question of accommodation for higher purposes. "The relative merits of classification schedules is a barren subject, unless discussed on philosophical grounds. In practical work we deal with them as tools. . . . For the historical and philosophic sciences, Cutter's classification is a masterly device. In the field of the exact sciences the Library of Congress recently has indicated a system that is a result of a diligent and many-sided scrutiny. The decimal classification may have its drawbacks in spots, yet it is, as a whole, a brilliant achievement." A review of Mr. Duff's Subject classification is given.

College libraries.

College libraries and college librarians: views and comments. W. N. C. Carlton. Lib. J. 31: 751-7. N. '06.

As a class, college libraries have not kept pace with public libraries during the last thirty years. Too many college trustees and presidents have thought anyone could look after the library. They have spent much care on the selection of a night watchman, and a professor, who has outlived his usefulness, has been appointed librarian. Again they have realized the need of apparatus in the laboratories of the scientific departments but have failed to see the need for a large amount of literary material in the work of instruction in the so-called literary departments. A college librarian needs more preparation than does the librarian of a public library. He is associated with a body of finely trained scholars and to understand and be in sympathy with their methods and needs he should have scholarly training and scholarly ability. "Whether the college is large or small the relationship between librarian and faculty must be close and constant. Harmony between them is absolutely essential both as regards the library and the work of instruction." While the librarian

College libraries. College libraries ~~could~~ would wish to avoid the purchase of books that will soon become obsolete, yet "the utility and convenience of possessing books at the moment when they can be used most effectively" often justifies their purchase. Again it must be remembered when an expensive set of books is asked for which perhaps only the instructor will use that the grade of the college is determined by the character of instruction given by the faculty. "If a qualified professor wants a foreign journal of world wide repute in its field, one that contains a large share of the newest contributions to its subject, it is well worth some sacrifice on the part of the college and the library to obtain it. The immediate incorporation of its subject matter in the professor's lectures keeps his instruction abreast of the times, necessitates frequent revision of those lectures, enlivens them with reference to discoveries, inventions and experiments not yet six, three, or even two months old, and rarely fails to stimulate the interest of such students as are worth teaching."

Frederick Ferris Thompson memorial library building, Vassar college. Lib. J. 31: 769-70. N. '06.

See notes on this article under Buildings.

Plan for the compilation of comparative university and college library statistics. J. T. Gerould. Lib. J. 31: 761-3. N. '06.

The librarian who is undertaking to build up a college library needs to convince the board of the proper place of the library in the institution, and of "the fact that money is necessary to establish and carry on the work. . . . Any academic argument in favor of a given plan is defective and pale as compared with a definite statement, reinforcing the argument that in this and that competing institution such and such things are done." Up to date statistics from college libraries are not available. Mr. Gerould suggests a series of questions to be submitted to libraries, and that a committee be appointed to gather information by submitting such a series of questions.

Relation of the college library to the student. W. N. Carlton. Educ. R. 33: 202-6. F. '07.

The college library should supplement the instruction given in the class-room and laboratory, should extend and reinforce the knowledge of the use of books as tools and should make students "acquainted with the best that has been thought and done in the world." Of late years there has been a marked change in the method of instruction in colleges and students are asked to do "A considerable amount of supplementary, additional, or independent study and reading. . . . In the room or rooms where undergraduates do their work library machinery and red-tape should rarely be visible, always at a minimum, and if possible, non-existent. The library should place its material in the hands of the student without trouble or inconvenience to him. Classification and other details of book arrangement or administration ought everywhere to be subordinate to making the use of the books easy and even attractive to the student reader. The library officials should be competent to assist him to use or to search for his material up to the point where the expert aid of the specialist instructor may fairly be called in. Instead of referring the average student to that wonderful mystery, the card catalog, the assistants should always, within reasonable limits of course, be the catalog for him."

Stimulation of general reading in the college library. I. G. Mudge. Lib. J. 31: 764-8. N. '06.

In college the tendency is to do little reading except that prescribed in connection with some definite course of study. As a result a student may be very well read in a few sub-

jects and be utterly ignorant of other literature. "Foremost among all means of encouraging general reading must be ranked the addition to the library staff of a capable and enthusiastic reference librarian. If the reference librarian has himself the instinct for books the library has taken the first and longest step in advance. . . . Of great importance in its effect upon the amount and character of the students' general reading is the method of expending the book fund for general literature and the smaller the amount which is available the more important the question becomes." At Bryn Mawr the general fund is spent on a few subjects of importance at a time. The subjects chosen are outside the fields of the different college departments. Among such subjects have been Russian novelists, lives of Lincoln, musical history and modern drama. Sometimes when a lecturer of distinction comes to the college copies of his own works are purchased. "Students, particularly in colleges which have dormitory systems, talk over their reading a great deal, and where one member of a set has become especially interested in books on a certain subject his friends not infrequently imitate him and read the same books." Many students like to examine second-hand catalogs and the most reliable of these are displayed for their use. Often purchases are made from them. A display of the new books cataloged the week before encourages the use of new books, and brings a variety of reading to the attention of the students. Such a display is far better than simply posting lists of new books.

Student circulation in a university library. T. W. Koch. Lib. J. 31: 758-61. N. '06.

During the years 1856 to 1906 students could take no books away from the library of the University of Michigan. Until a few years ago students there had free access to nothing but a few encyclopedias and a few books for collateral reading. Even the current magazines had to be called for by slips. In 1896 President Angell urged the regents to set apart some books for student circulation, but nothing was done. "As a result of the non-existence of a reference library with open shelves, the denial to students of circulation privileges, the barring of students from the periodical room, there was a congestion at our delivery desk which caused considerable complaint and formed one of the most pressing problems in the reorganization of the reading room service." As a remedy 6000 volumes were placed on open shelves around the walls of the reading room and the periodical room was opened to students. Newspapers which had hitherto been kept in the librarian's office were placed where the public had access to them, and at last in 1906 circulation of books among the students was granted. This necessitates to some extent the purchase of duplicate copies of certain books but "why should not the university library buy extra copies of standard works just as the laboratories duplicate certain apparatus for the use of students? A university library has other functions than merely rolling up its sum total of volumes from year to year. If it is to take its proper place in the educational work of the institution, it must not regard as wasted the money spent for an occasional duplicate of a work needed for the reference shelves or for circulation. It must consider the needs of the teacher and of the undergraduate as well as the claims of the original investigator and advanced student." Loaning books to the students has cost "next to nothing in the way of additional service at the desk" and "has not interfered with the use of the library by the faculty."

Copyright.

Library copyright league. Lib. J. 32: 14-6. Ja. '07.

Objections to proposed legislation. Pub. Lib. 12: 60-1. F. '07.

Copyright—Continued.

Proposed copyright law—a protest. H. C. Wellman. Lib. J. 31: 811-2. D. '06.

Proposed copyright law contains monopoly clause. W. P. Cutter. Pub. Lib. 11: 554. D. '06.

Second public hearing on the copyright bill. Lib. J. 32: 16-20. Ja. '07.

Examinations.

State examinations and state certificates for librarians. C. F. Baldwin. Lib. J. 31: 806-8. D. '06.

It would seem impracticable for the state to conduct examinations until direct aid is given to libraries. This is now given in nine states only.

Fiction.

Standard of fiction in public libraries. E. A. Baker. Lib. Assn. Rec. 9: 70-80. F. '07.

An argument "that novels which are genuine literature should not only be admitted to our libraries, but duplicated over and over again . . . but that the sensational, the unliterary and the ephemeral novel, which of course outnumbers the former a hundredfold in the book market, should be ignominiously rejected."

Standard of fiction in public libraries. Lib. Assn. Rec. 9: 98-103. F. '07.

Fines.

Every-day problems. M. Sterner. Minn. Pub. Lib. Com. Notes. 9: 29-30. D. '06.

"Since fines seem to be the natural way of settling the overdue book question as well as the one of lost and damaged property it is well to recall that the library belongs to the people and that they should be made to feel that as far as possible their individual interests are being considered. The loser of a book may be given advantage of the library discount; the one who returns an injured book, which may be made good by binding, may be asked to pay only the binding price; fines may be charged on the card occasionally, and ever and always the qualities which library people must have in such abundance are to be to the fore."

Folios. See Shelving of books.

Foreign languages, Books in.

Buying of foreign books for small libraries. A. Martin. Minn. Pub. Lib. Com. Notes. 9: 30-1. D. '06.

In communities where there is a foreign element in the population the demand for books in their own language is latent if not active. Let the Library commission help in this matter if possible by sending out traveling libraries. If they cannot do so let four or five libraries combine to purchase such books.

What Minnesota does for its foreign citizens. Mrs. K. M. Jacobson. Minn. Pub. Lib. Com. Notes. 9: 31-2. D. '06.

The Library commission of Minnesota adds without extra charge six books in a foreign language to any traveling library of English books which is sent to a traveling library station. Because of lack of foreign books only two can be added to an English home library.

Gifts and bequests.

See also Carnegie libraries.

Gifts and bequests—Continued.

Donations. G. E. Denne. Lib. Asst. 5: 226-9. F. '07.

A diversity of opinion exists "as to whether every donation should be accepted." Some gifts are useful in themselves but not suited to the library. For instance unbound illustrated periodicals, probably incomplete, require binding far above the cost of the gift. It is suggested that in such cases the donor be frankly told the facts in the case. All gifts should be promptly acknowledged.

Illustrations. See Pictures.

Insurance.

Insurance for libraries. H. Folger. Pub. Lib. 12: 52-3. F.; Same. News Notes of Cal. Lib. 2: 108-10. F. '07.

Conditions important for consideration when taking out an insurance policy are given. "The proportion of insurance to value usually granted is about three-fourths. It is suggested that care should be taken to prepare an inventory or catalog and record the value of contents of the library from year to year in such form that an intelligent statement can be presented in event of loss to show its true amount to the satisfaction of the company. Losses upon large merchandise stocks are readily settled in most instances because intelligent sets of books are kept and preserved in safes, with an annual inventory showing in detail merchandise on hand at the date of such inventory. It seems to be equally important, in dealing with trust properties, that such records should be kept, including the cost of re-binding, etc."

Legislation.

Library legislation in 1906. A. Wynkoop. Lib. J. 32: 70-1. F. '07.

Present condition of library legislation in England. J. D. Young. Lib. Asst. 5: 222-6. F. '07.

Proposed library legislation for Illinois. Pub. Lib. 12: 96-7. Mr. '07.

Legislative reference department.

Legislative reference bureau. E. Bruncen. News Notes of Cal. Lib. 2: 96-105. F. '07.

State libraries have always given more or less aid to legislators, but they have not considered this one of their chief functions. In 1892 the New York state library notified the members of the legislature that it was ready to furnish promptly material on any topic of legislation. The Wisconsin legislative reference bureau is, however, as yet the only such bureau established by express legislation. The need of such a bureau is great. In all other countries except ours bills are drawn by trained experts, while here anyone may introduce a bill which may be drawn without regard to other existing laws. The work of the reference bureau is only limited by the size of the staff employed. It should aim to cover the "whole vast field of contemporaneous public life." Its only restriction is that it must be strictly nonpartisan. Such bureaus need not necessarily be limited to state functions. Cities are much in need of work of the same sort. Baltimore has just instituted such a bureau.

Librarians and assistants.

College libraries and college librarians: views and comments. W. N. C. Carlton. Lib. J. 31: 751-7. N. '06.

See notes on this article under College libraries.

Librarians and assistants—Continued.

Ill-health among library workers. Pub. Lib. 12: 11. Ja. '07.

"Personally, I am very well, and . . . I think it is only because I eat, sleep and exercise like a sensible person, and take enough interest in matters totally outside my work to give my mental machinery a new turn once in a while. I have a pet theory that, in the long run, the sum total of one's work and the amount that one can add to the world's happiness, will be greater if one does not attempt to do it all at once, but is willing to do only a reasonable amount each day."

Love of books as a basis for librarianship. A. E. Bostwick. Lib. J. 32: 51-5. F. '07.

A love of books is "a love of the universal mind of humanity as enshrined in print." This must not be confused with a love of reading. This love of books a librarian must have if he would lead others to love them as he has learned to do.

Personal relations between staff and reader. W. R. B. Prideaux. Lib. Asst. 5: 199-201. D. '06.

Treat the public with politeness and consideration. Give due attention to suggestions and complaints. Explain the method of using the catalog to newcomers. Do not keep readers waiting unless there is real reason for delay.

Social side of the librarian's life. M. van Buren. Minn. Pub. Lib. Com. Notes. 9: 3. D. '06.

Social life enables the librarian to meet the public with greater ease, and also gives her an "insight into society's wants and needs."

Song of the library staff; poem. S. W. Foss. S. J: R. Anderson, 67 Fifth av., N. Y.

Libraries.

Hours in a library. Dial. 42: 65-7. F. 1, '07.

In the process of the evolution of the library, the old style librarian, who knew the books, is passing and in his place has come the modern librarian who is an executive officer. The ideal library however should have both types on its staff. It should encourage browsing as well as research.

Impression of the conditions of Spanish-American libraries. R. Schwill. Lib. J. 32: 72-4. F. '07.

One common criticism can be made about all South American libraries, the irritating lifelessness in their administrations.

Libraries in the United States army and navy. F. B. Heckman. Lib. J. 32: 68-9. F. '07.

Every army post or garrison has a library, often miscellaneous in quality, supplemented by unbound periodicals. The books are usually purchased from post funds. The Fort Leavenworth military school has one of the finest strictly military libraries in the world. The 18,000 volumes are all strictly reference books. The West Point library contains 45,000 volumes which are classified according to the Dewey system "in a way that is the envy and despair of librarians." The sub-classification is carried to three decimal places, consequently each book is placed absolutely where it ought to be. The library of the surgeon-general at Washington shows a masterly bit of cataloging and is the finest medical library in the world. The Naval academy at Annapolis contains the most complete collection of naval literature in this country. Each warship carries its own library.

Libraries—Continued.

Library flotsam and jetsam. W. J. Conklin. Pub. Lib. 12: 1-4, 45-7. Ja.-F. '07.

A discussion of the mission of the library. It should bring into closer union the book and the reader, should give much serious consideration to the selection of books for general circulation, and should strive to fit the book to the reader.

National materialism and the public library. C. W. Ames. Minn. Pub. Lib. Com. Notes. 9: 4-13. D. '06.

Need for specialized libraries. J. H. Canfield. Ind. 61: 1155-7. N. 15, '06.

A look ahead for even a century shows the time to be rapidly approaching when any single building less capacious than the Library of congress will not be large enough to house the books of a library unless it specializes along some particular lines. Nor will the library be able to support the staff necessary for its administration. In view of these facts it is well to take some immediate action which shall result in a working scheme that will bind together "the great central library of the nation and the libraries and library commissioners of the various states." New York city has already made an excellent beginning in library specialization. There is a very definite agreement between all the libraries which have begun to specialize "by which the greatest care is taken to avoid unnecessary duplication and expense, custody and storage room, and under which there is a most liberal policy of inter-library loans."

What's the use of a public library? A. G. Rockwell. Lib. J. 31: 808-11. D. '06.

Libraries, Use of by the public.

Many-sided interest; how the library promotes it. J: C. Dana. School J. 73: 563-5. D. 22, '06.

Libraries are for scholars, they should contribute directly to the happiness of the people, they should serve as incentives and stimulants. The library has an infinite capacity. It has a wide range of powers, a variety of profferings, and a wider range of constituents than either school or college. It should so make itself known that it would be commonplace to everyone. Post and telephones are its aids in this matter. Branches set up here and there enable a larger public to make use of its advantages.

Value of the public library to workingmen. S. F. Arnold. Pub. Lib. 12: 4-7. Ja. '07.

Whether they realize it or not workingmen are daily deriving great practical good from libraries, but much more should be done for them by librarians than is at present attempted. Lists of books especially interesting and timely for men should be published in the papers. Special invitations to use the library should be sent workingmen through their trade unions or the firms for which they work. Books should be placed in large factories, engine houses, department stores, etc. The library should post bulletins of information on current events. It should be "stocked with the best daily papers and magazines. . . . The tastes and needs of workingmen ought to be considered in the choice of books." The substantial part of the library as well as fiction should be kept up to date. Especially is this true of the science and political and social economy departments. Occasional book exhibits designed especially for workingmen should be given, and once in a while an evening lecture on a subject of interest would be helpful.

Libraries and schools.

Library in its relation to the elementary schools. E. L. Power. Pub. Lib. 11: 544-8. D. '06.

"The value of cooperative work depends upon the ability of each to understand and ap-

Libraries and schools. Library and its relation—Continued.

appreciate the work of those who cooperate with him, equally with his own work." Too often librarians and teachers forget this. The library may help the schools within the library giving an opportunity for quiet reflective reading to teachers and students. Teachers need a room apart from the children. They need books on pedagogical subjects. Both should be provided. Within the schoolroom the librarian may efficiently aid the teacher by aiding in the selection of the book collection sent to each room. The librarian knows the books better than the teacher and is more familiar with the children's needs. On the other hand "the use of the books which are familiar to the teacher, far exceeds the use of the books which she does not know, and therefore cannot make known to the children. . . . After the classroom libraries have been selected" the librarian should help to make them attractive. She should visit the schools and "meet the teachers in their own work and so be able to give individual help."

Public library and the public school. Mrs. F. C. Conner. Minn. Pub. Lib. Com. Notes. 9: 22-5. D. '06.

There is a fundamental unity of aim and purpose between the public library and the public school. Both are free and tax-supported. Both aim to provide education. The function of the library being to supplement and continue the work of the school.

Public library and the public school. W. F. Kunze. Minn. Pub. Lib. Com. Notes. 9: 19-22. D. '06.

"Summarizing I would say that while the library and the school should ever remain as two separate, and co-ordinate institutions, they should work together with the utmost harmony and cordial co-operation and singleness of purpose; that the school board, superintendent and teachers should be at all times in close touch with the library and in hearty sympathy with it and its aims; that the librarian and library board should do all in their power to make the library as attractive, and as useful to the children as possible; that the school libraries should be confined to grade or department reference libraries, for the purpose of facilitating the regular work of the school and to teach the habit of using reference works, and to grade libraries to cultivate a taste for the best in the world of literature and when this cordial and intelligent co-operation between library and school is secured, both the library and school are better able to perform their legitimate work and thus by this united effort contribute much towards elevating the ideals of the home, and the standards of citizenship in the community."

School and the library; Pomona and Los Angeles. M. L. Jones. News Notes of Cal. Lib. 2: 90-2. F. '07.

In Pomona the school library is made up largely of reference books. As a supplement to this each teacher compiles a list of fifty books suited to her pupils. Pupils may each select a book from this list or they may select a book not on the list and subject to the approval of the teacher. These books are then drawn from the library on the individual cards of the pupils and they take the place of the old-time reader. "Reading the book as a whole is insisted upon" and resumés or abstracts are made by the pupil. There is no official connection between the school and the library. The school creates a demand which is supplied by the library. "The superintendent of schools and the librarian alike pronounce the plan a success." In Los Angeles a system of cooperation between the library and the schools went into effect in 1892. In accordance with this plan all school libraries were turned in to the public library. Purchases are made from the school library fund. Occasionally, not often, a portion of the fund is set aside for purchasing reference books for

Libraries and schools. School and the library—Continued.

the school rooms. According to law purchases are made for the graded schools only. The books are stamped with the public school library stamp and are accessioned separately but are shelved with the other books. Teachers make their own selections and may draw twenty books at a time keeping them a month. Their selections may include either library or school copies. The plan is simply a merger of common interests.

Library administration.

A. L. A. report on library administration. C. Marvin. Pub. Lib. 11: 554-5. D. '06.

Library advertisements.

Right start, or Don't be a quitter. S: H. Ranck. T. 8p. pa. Grand Rapids public lib.

The story of Smith who started right. He worked with an electrical company and made up his mind to know all about electricity. The library was his best friend in accomplishing his purpose.

Library anecdotes.

Some library stories. Outlook. 85: 370-2. F. 16, '07.

Library assistants' association.

Statement of its use and objects. G: E. Roebuck. Lib. Asst. 5: 170-3. O. '06.

Library extension.

Public library and the children. W. T. Field. Dial. 42: 67-9. F. 1, '07.

The travelling libraries, the home library, and libraries sent to schools are all aids in bringing the books to the children and in developing in them a discriminating love of books which is a straight road to culture.

Library legislation. See Legislation.

Library of congress catalog cards.

How to order printed cards from the library of congress. W. W. Bishop. N. J. Lib. Assn. Rept. 5-6. O. '06; Same. Pub. Lib. 12: 101-2. Mr. '07.

Library organization.

Form of library organization for a small town making a library beginning. A. S. Tyler. Lib. J. 31: 803-6. D. '06.

As a basis for the organization of a library in a small town it is rarely satisfactory to use a meagre school library. A church reading room is obviously unsatisfactory, and a woman's club movement often encounters a spirit of jealousy and criticism. A library association or subscription library is a popular method but it always struggles with the problem of running expenses. The best way is to secure a municipal tax and organize under the state law. This with a library organization to solicit a book fund is a feasible plan. It is the business of the state library commission to advise the community so that it may avoid mistakes made elsewhere. It can also be of great service in aiding in the selection of books, in installing a simple loan system, and in providing travelling libraries to augment the local collection. A reading room is exceedingly desirable no matter how small the supply of books. It provides a place of cheer and diversion for young people in a small town.

Organizing a library. Pub. Lib. 12: 62. F. '07.

Familiarize the voters with the law of the state. Show them how a free public library will "promote the growth of the town, increase the amount of business and enhance the value of property." The library should depend on taxes, not on revenues from licens-

Library organization. Organizing a library—*Continued.*

es or lawn socials. The women's clubs may well use their influence in showing the tax payers the advantages to be gained from having a library in the town. Interest the children and they will interest their parents. After the library has been assured by vote, secure a competent librarian. Do not attempt economy in the purchase of absolutely essential records such as cataloging and general supplies.

Library schools.

Library school problem. I. Warren. Pub. Lib. 11: 541-3. D. '06.

A series of questions regarding the efficiency of library schools, the usefulness of their curricula, the teaching ability of their faculties, the character of the libraries used as laboratories, and the type of students they attract.

Loan department.

Loaning more than one book at a time.

J. Powell. Minn. Pub. Lib. Com. Notes. 9: 25-7. D. '06.

For busy people the one book rule is often a great inconvenience, and there is no reason why they should not have more than one book except in the case of fiction. The supply of non-fiction books is usually greater than the demand, and there is little danger of too many calls for it. The restriction on fiction is not adhered to in the case of standard authors, because their works do not circulate as freely as do the recent popular novels. "Non-fiction books are not fined, even when not taken out on a special time limit. They are renewed every two weeks without application from the borrower. Books taken on special time limit may be recalled any time after four weeks. Two days' notice is given, after the expiration of which a fine of ten cents a day is imposed."

Renewals, transfers and seven-day books.

J. Cloud. Minn. Pub. Lib. Com. Notes. 9: 28-9. D. '06.

In the Minneapolis public library "a regular 14 day book may be renewed once for another 14 days; it must then be placed on the shelves and if not taken out within 24 hours, may be drawn by the same borrower." There is no rule against transferring either 7 day or 14 day books. The popularity of a book determines the length of time that it is kept a 7 day book, and there are no 7 day books outside of fiction.

Newspapers.

Limitation of newspapers in public libraries. J. D. Brown. Lib. World. 9: 153-7. N. '06.

"The stock arguments in favour of newspapers in libraries are: They attract readers who otherwise would not come to the libraries. . . . They keep the record of contemporary history; and enable readers to post themselves on current events. They enable natives of different districts to keep themselves in touch with local happenings. The advertisements are of the greatest possible service to persons in search of employment. . . . Against the provisions of newspapers, the principal arguments are; The initial cost of displaying newspapers on stands, with their fittings, is out of all proportion to their permanency and value. In most large towns the morning newspapers are rarely consulted after noon, and the evening and afternoon papers attract betting men and loafers in search of the latest criminal or other sensations. Most newspapers are . . . thrown away in twenty-four hours. . . . At least ninety per cent. of the adult readers buy their own newspaper. . . . The lavish supply of newspapers adds greatly to the cost of building, owing to so much additional space being required. . . . Newspapers attract a very undesirable class of men. . . . The cost of maintaining an adequate supply of newspa-

Newspapers. Limitation of newspapers—*Continued.*

pers, is detrimental to other departments of the library." In the Islington north library the supply of newspapers is exceedingly limited. The Times, four local dailies and some London dailies valuable for their advertisements of "Situations vacant" are all that are subscribed for. The "Situations vacant" columns are cut from the dailies and posted from seven to eleven o'clock A. M. This enables about twenty persons at a time to see them. "Between 400 and 500 persons use these columns between seven and eleven o'clock in the large lobby in which they are displayed."

Newsroom: a plea for a more logical and systematic working. G. E. Roebuck. Lib. World. 9: 273-82. F. '07.

Mr. Roebuck gives in detail a plan for cutting up the newspapers, classifying the contents and posting them in the newsrooms. By using this method the number of newspapers taken could be reduced, as the subject matter presented is practically the same in all. Such a system would not require an enormous financial outlay. Gummed labels would be needed to indicate the names of the different newspapers, brown paper on which to paste the clippings, and card slides on which to file them for the day. The newspapers should be first cut into columns, keeping the clippings from each paper by themselves. Next classify into say seven different heads. Label each clipping with the name of the paper it was taken from. Then paste on to strips of brown paper. These strips are then inserted in the card slides and placed on the news slopes. A responsible man and a junior can prepare four newspapers thus in an hour and a half. The advantage is that all news on one subject is brought together and is "capable of continuance in direct sequence from day to day." One does not need to hunt through the whole paper for a particular topic, neither does he have to wait for someone who is reading the football column to finish before he can see what parliament has done. Betting news and criminal snippets are not posted but thrown into the waste basket and thus supervision is made easy. Files, which are difficult to consult are dispensed with and as all classified strips are kept together "the contributions to any given topic for months past, can be produced in a moment."

Ordering of books. See Acquisition and accession.

Organization of libraries. See Library organization.

Open shelves. See Access to shelves.

Periodicals.

Conglomerate in periodicals: Methodist Review. J. C. Thomas. Lib. J. 31: 817. D. '06.

History of periodical literature. Harper. 114: 321-4. Ja. '07.

Selection of periodicals. Lib. World. 9: 249-50. Ja. '07.

A select list of the best periodicals as made by the students in Mr. Brown's class on library organization at the London school of economics.

Picture books.

Picture books—good and bad. Mrs. W. B. Willard. Pub. Lib. 11: 562. D. '06.

The first essential is that there should be good material in the book for illustration. Next the drawings should be decorative, because the decorative treatment is the simplest and is not confusing. "The attempt at realism produces the worst form of picture book— . . . books badly drawn and badly colored. . . ."

Picture books. Picture books—good and bad—*Continued.*

To place before the child a complete reproduction of nature with all its intricate variations of tone, perspective, modeling and color, is only to confuse him and dull his artistic perceptions. It is like giving him calculus before he has studied arithmetic."

Picture bulletins.

Bulletins for children. L. M. D. Trask. Lib. J. 31: 708-9. O. '06; Same. Vermont Lib. Com. Bull. 2: 6-7. D. '06.

Pictures.

Collections of illustrations in public libraries. H: A. Twort. Lib. Asst. 5: 195-6. D. '06.

"First and foremost a library should collect all illustrations bearing on the past and present life of the locality. . . . Every library should endeavour to get in touch with the local photographic societies, so that, eventually, a systematic and complete photographic survey of the locality may be made. Paintings, drawings, picture postcards, illustrated advertisements, portraits, and prints from local magazines, should be collected, as they will all be of use to the local historian. . . . The collection of portraits is the next in importance to local illustrations. . . . There are illustrations in books which if indexed would be of greater use than they are at present. . . . To facilitate handling and for better preservation, all illustrations shall be mounted." The classification used for illustrations should be the same as that for books. "All illustrations are of course available for reference use, but they should also be available for study at home. . . . It is necessary to provide portfolios made of some strong cloth or buckram, and waterproof if possible, for readers to convey the illustrations to and from the library. These portfolios should bear a label giving conditions of the loan and any other rules necessary."

How to care for pictures when not in use.

Pub. Lib. 12: 51. F. '07.

"Mounted on regular sized sheets, they may be filed in cases or pamphlet boxes, but the unmounted ones are not always so easily disposed of. There are very large ones and very small ones, and they cannot be filed together. In our little library we have made large envelopes of manila paper, obtained at a grocery store, large enough to take the largest unmounted pictures we had; we have grouped our material under heads convenient to our use; e. g. one envelope is devoted to domestic animals, another to birds and fish, another to large portraits, one to pictures of countries and their inhabitants, another contains bulletin material on holidays, another on birthdays, etc. We also have a large number of small envelopes, saved from pamphlets received in the mail. These contain small pictures and are classified according to the decimal classification."

Printing.

Gutenberg, Fust, Schoeffer, and the invention of printing. A. W. Pollard. Library. n.s. 8: 69-99. Ja. '07.

Public documents.

Building up a document department. A. R. Hasse. Lib. J. 31: 661-5. S. '06; Same. Pub. Lib. 12: 48-51. F. '07.

A record of building up the public document collection of the New York public library. The official catalog of 431,520 cards contains both author and subject entries. The author entries are made according to the inverted entry plan which "has proved itself to be simple, sane and natural, for permanent bodies, in the large majority of cases, but awkward and unsatisfactory for temporary or special bodies in the majority of cases." In the case

Public documents. Building up a document department—*Continued.*

of serials, tabulated cards are used which "provide a space for every addition to the series, spaces for additions not in the library being left blank. When the volumes of a series have any bibliographical value a card is made for each volume and it may then happen that there are 20, 30 or more cards for a series." In the case of state serials a tabulated card is used which shows "in what volume of the collected documents any volume of a series may be found. . . . The subject catalog contains no scientific or historical matter. It duplicates the public catalog only where public economics is concerned and was intended to show primarily the serials which governments issued illustrating their own activity, rather than to show what the library contained on a given subject." Recently an arrangement has been constructed by which "the independent governments are arranged alphabetically. Each is followed first by the local political jurisdictions, then by the municipalities, then by the extraterritorial jurisdictions." The arrangement under each country conforms to the political changes of that country. "Thus in France the documents published by the *assemblée nationale* and the ministries of the third republic are preceded by those of the *corps législatif* and the ministries of the second empire, these again by those of the *assemblée nationale* and the ministries of the second republic, and so on until the national constitutional assembly of 1789 is reached. From here on backward in point of date the arrangement is by regnal periods." Instead of putting single treaties under all contracting parties as author the general heading *International law* is used. Under *International law* the classification is up to date "confined to treaties, collected, regional sub-arrangement; treaties, single, chronological sub-arrangement, and arbitration tribunals, chronological sub-arrangement, by date of treaty, authorizing tribunal. . . . As soon as the catalog was in fair working order, a careful canvass of it was made and a general alarm, so to speak, was sent out to state and federal bodies whose files had been allowed to lapse. . . . No record of any title, which, for one reason or another, is not in the library, is ever destroyed. It is retained in its proper place in the catalog, easily identifiable, and serves two purposes, viz., that of keeping me informed of weak places in the collection and of acting as a sort of reserve order list." City documents of all American cities having upward of 25,000 population are collected and European cities of the same rank are also asked for material. "We soon learned that, unless appeals were periodically renewed, files would regularly lapse. To facilitate this renewal we opened what we term a date record, a record showing the date on which each recurring report of the series falls due, somewhat on the plan of a borrowers' record in a public library."

Publishers and publishing.

Book war: another comment. H. Barlow. Lib. World. 9: 198-201. D. '06.

A defense of the publishers.

Plan of the American publishers' association adopted at a meeting held Jan. 9, 1907. Lib. J. 32: 20. Ja. '07.

Publisher in peace time. J: Murray. Contemp. 90: 761-71. D. '06.

Quartos. See *Shelving of books.***Reading.**

Stimulation of general reading in the college library. I. G. Mudge. Lib. J. 31: 764-8. N. '06.

See notes on this article under *College libraries.*

Reference books.

Loaning reference books. Minn. Pub. Lib. Com. Notes. 9: 27-9. D. '06.

The question of loaning reference books must be looked at with an eye to the future as well as the present. Books that are loaned do not last as long as those used in the library. Encyclopaedias are constantly revised and can be replaced, but it is difficult, sometimes impossible, to replace bound magazines. "Anyone has a right to expect all reference books to be at his disposal during the hours when the library is open." When one wants a reference book he wants it badly. It is well to have a rule that reference books are not to be loaned, with a tacit understanding that the rule may be waived, tho the breaking of the rule will usually prove unsatisfactory.

Reference books of 1906. A. B. Kroeger. Lib. J. 32: 11-3. Ja. '07.

Reference department.

Science reference room. Sci. Am. 95: 486. D. 29, '06.

In the applied science reference room of the Pratt Institute free library there are "nearly a hundred trade and scientific papers, giving the latest news of the industrial world. There are besides over fifty of the labor union papers, of which a file is preserved. The publications of the United States patent office are kept here also, and are used daily. . . . A large collection of trade catalogues furnishes the very latest information in many lines, and is being enlarged constantly. . . . One new feature of the room is a collection of mounted cuts of machines and mechanical devices. A man looking up a new form of chuck, for example, will find a score of cuts showing different chucks, and among these may well find some that will be of service to him."

Repairing. See Binding and repairing.

School libraries.

High-school library problem. School R. 14: 762-3. D. '06.

"In every city school building there should be set apart as a library for the high-school grades and grammar grades one large room, hygienically lighted, heated and ventilated, arranged with comfortable chairs, even a few rockers. There should be daily papers, suitable magazines, art portfolios, a liberal supply of the best fiction, travel, adventure, and popular science, to say nothing of an abundant supply of real, live, unabridged historical narration, biography, essays, and compendiums of the various subjects pursued. Of course, the dictionaries should be there, and the gazetteers and cyclopaedias, but let these be courts of last resort. All the pupils should be taught the use of the modern card catalogue, which should be provided, and should make collections of reference of their own. The library should be the centre of activity of the entire work of the school. . . . Many of the pupils have absolutely no opportunity to see papers and magazines at home, and the school should provide them. If we are to lead the child to discriminate between literature that is worth while and that which is vicious, we certainly ought to give due attention to newspapers and magazines, for they make up the bulk of most people's reading."

Library and the country schools. S. Huntington. News Notes of Cal. Lib. 2: 92-3. F. '07.

When a school has only about \$50 a year to spend on its library it would seem much wiser to have a state school library fund and send books out in traveling libraries to the schools. By this plan books could be purchased more cheaply and each school could have access to a far larger number of volumes than its \$50 a year could possibly purchase.

School libraries —Continued.

Relation of libraries to public schools, from the teacher's standpoint. M. Maher. News Notes of Cal. Lib. 2: 93-4. F. '07.

"To increase the efficiency of these libraries many more books must be added, and here the county superintendent may lend a hand by inducing the various school boards in his district to permit their small library fund to be expended either wholly or in part by the State Library, and thus increase the number of available books for each school."

Second hand books. See Book buying.

Shelving of books.

Oversize books. J. D. Stewart. Lib. World 9: 208-11. D. '06.

"Theoretically, the advantage of having the entire collection of a library in one classified sequence is great; practically, it is necessary to have at least two sequences, octavo, including the bulk of the collection, and everything above octavo." Ordinarily a reader will expect to find all books in one sequence and he must be guided to any books which are not shelved there. This may be accomplished by means of wooden reference blocks which give the class, author and title of the oversize book in whose place the blocks stand. They also tell the reader to go to the special shelves for quartos and folios to find the book itself.

Small libraries.

Village library in Massachusetts; the story of its upbuilding. M. A. Tarbell. S. pa. 5c. A. L. A. Pub. Bd.

The Brimfield library has been confined to one room, is open only during a part of two days each week and had until 1896 only from \$100 to \$200 annually. Brimfield is eight miles from a railroad. In 1905 it had nearly 5000 well selected volumes and had a large influence in the community. Nowhere is there a freer free public library. "The opportunity to handle books is not only of practical help in making selections, but promotes acquaintance and friendly intercourse with the books, and puts patrons on terms of affectionate regard and cherished intimacy with the library. People may take out as many books at a time as they wish. . . . The stranger within our gates for a night, or the sojourner for some weeks, whether road-surveyor or summer boarder, has all the privileges of the habitant and native. Conversation is allowed and Saturday evenings are like a reception. Books are sent to outlying districts. The work of getting the books to the patrons is voluntary in most cases. Traveling libraries have been of incalculable benefit. A picture fund has been raised and pictures as well as books are loaned."

Statistics.

Plan for the compilation of comparative university and college library statistics. J. T. Gerould. Lib. J. 31: 761-3. N. '06.

Statistics from college libraries are not available to date, but at Mr. Gerould's suggestion a committee has been appointed by the college section of the A. L. A. to gather material for statistics. A series of questions such as might be submitted to college librarians is outlined.

Story telling.

Telling stories to children. T. Hitchler. Pub. Lib. 12: 89-91. Mr. '07.

A story told to tempt the curiosity of the children is related.

Sunday opening.

Sunday opening. Mrs. A. A. Lamb. Minn. Pub. Lib. Notes. 9: 32-3. D. '06.

At Littlefield, Minn., Sunday opening has proved successful. Books are not given out

Sunday opening. Sunday opening—*Cont.* for circulation, and the library is open only in the afternoon. In some libraries the trustees take charge on Sunday, in others the women's clubs do the work on that day.

Technical books.

Advantages of the public library to the technical man. C. W. Whitney. Kansas City Pub. Lib. Quar. 7: 3-6. Ja. '07.

"It is the province of the library to supply to the students of technology, through books, instruction in the various branches of technology which cannot be obtained in the schools of technology, in the shops nor in offices." The library should also supply "books for the beginner, as well as the advanced works for the theoretical student. . . . The librarian may not always be the best judge as to the selection of technical and special scientific works." In that case he should consult with an expert on the subject. He should also consult catalogs on science.

Traveling libraries.

Sketch of the movement in Minnesota. Minn. Pub. Lib. Com. Notes. 9: 35-6. D. '06.

Trustees.

Boards of library trustees. E. E. Clarke. Vermont Lib. Com. Bull. 2: 1-3. D. '06.

"Trustees should be men—or women—experienced and capable both in business management and in dealing with people, intelligent enough to appreciate the interests involved, public-spirited enough to serve without pay, popular enough to hold public confidence, and broad enough to serve impartially the interests of every class in the community. For as no one mortal combines all the virtues, the membership should be so made up that different individuals shall represent different interests, and the defects of one member remedied by the good qualities of another. In a small town library much of the actual work of the library will fall upon the board, the selecting of books to be bought being the part which the board can most conveniently take upon themselves." As the library grows and a trained librarian is employed, book selection may well be delegated to her. The trustees will then have the larger interests of the relations of the library to the community to look after. "It is not desirable to leave the administration of the public library in the hands of the aldermen," nor to entrust it to the board of education. "Small boards are best. Three in a town and five or seven in a city are probably the largest number where each one will feel individual responsibility to work and all will pull together." These may be appointed by the mayor with the approval of the city council, or they may be elected by popular vote. The superintendent of schools and the mayor may be members ex-officio. "Grand Rapids . . . has five library commissioners. Each serves a term of five years and only one is elected each year. This arrangement for the holding over of four members each year and election of only one mem-

Trustees. Boards of library trustees—*Cont.* ber of the board each year assures stability and continuity of management."

Duties of a trustee. Mrs. C. P. Schwan. News Notes of Cal. Lib. 2: 94-6. F. '07.

Training of the trustee. J. N. Nichol森. Minn. Pub. Lib. Com. Notes. 9: 14-6. D. '06.

Trustees must be trained by actual experience. "My idea is, as I have heretofore said, that the trustee should be trained to place on the shelves as much good literature as possible; to get as many patrons as possible and to do it with as little expense as possible. This requires a training that will develop first, his powers of literary criticism and his common sense; second, his business ability and commercial instinct and third, his knowledge of finance. All this requires time and work, for which he receives no pay in dollars and cents, but his compensation is the knowledge of having faithfully executed his trust to the best of his ability and the approbation of his own mind and conscience must and ought to be his highest reward."

Training of the trustee. W. D. Willard. Minn. Pub. Lib. Com. Notes. 9: 13-4. D. '06.

It is not necessary that the trustee "be a man of great education or extensive reading," but he should "feel deeply the value of the library as a part of the educational system of the community, and a conserving element in society." He should be public spirited, willing to give time and energy to public service. A successful business man "has proven himself qualified to handle the business of the library." He should be a popular man, on good terms with men with whom he has to deal, a reasonable man, "ready to admit that those who have made special study of problems are generally better qualified to speak wisely on them. . . . The trustee should be a man of sufficient moral strength and backbone to resist outside pressure for the appointment of incompetent or undesirable employees, and to see to the removal of any who have proven themselves inefficient or useless, without fear or favor. The efficiency of the library should be the first consideration."

Whole duty of a library trustee. A. P. Gove. Minn. Pub. Lib. Com. Notes. 9: 17-9. D. '06.

The work of the librarian and the trustee is peculiarly correlated and "the attempt to define the place of either seems to result in additional confusion and occasional strife" but they must ever work in harmony and if they disagree they must do it harmoniously. The first duty of the trustee is to select a librarian who is fitted for the work, then he should "see to it that the public home of the city's books does not become the library of the librarian, —one carried on with the highest degree of technical skill and great zeal, yet failing in its results because the librarian is so busy with technical matters that she fails to see her methods are not adapted to the people she serves." Perhaps his chiefest duty is "to cultivate the library spirit in the community."

The United States Catalog 1902-1905

A subject, author and title index to books issued during the years 1902-1905 and a large number of books indexed in the United States Catalog, 1901, but included here to show changes in prices and publishers since that catalog was issued. No other similar catalog has ever attempted a revision of its own work, but the value of this feature is indicated by the fact that the record of these changes adds 300 pages to the work. The total contents of this volume nearly equal the United States Catalog.

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Bibliography and Digest of Current Library Literature

March to June, 1907

Access to shelves.

Limiting access to shelves. H. R. Mead.
Pub. Lib. 12: 211-2. Je. '07.

Experience with open shelves shows the system is not always satisfactory. People who like to examine books however should be accommodated even under the closed shelf system. The reference department, open to all, should contain "besides reference books proper, the best books on the various branches of knowledge." The student may be accommodated by "admittance to the stacks for a limited period to examine the books on a particular subject, but always with the admonition to leave the books on the study table, so as to avoid misplacement on the shelves." With closed stacks the public can be almost immediately supplied with the desired book, or informed where it is. With open shelves books are sometimes accidentally, sometimes purposely misplaced. In either case failure to find or to trace them is annoying.

Open shelves. Lib. J. 32: 114-6. Mr. '07.

Open shelves in a college library. W. I. Fletcher. Pub. Lib. 12: 213. Je. '07.

The tendency is to abuse the freedom of open shelves, and with increase in the size of the library the keeping of the books in order grows more difficult, yet "I myself feel that a considerable amount of displacement, even of loss of books, is not to high a price to pay for the educational and cultural advantages of the free system."

Administration.

Politics in library management. Nation. 84: 241. Mr. 14, '07.

A statement that where political favoritism exists the librarian is a lobbyist who must flatter and cajole and grant special privileges to his board. Appointments under such a regime are made not by merit but for personal reasons.

Public libraries and politics. G. F. Bowerman. Nation. 84: 287-8. Mr. 28, '07.

A reply to "Politics in library management." Mr. Bowerman says that he believes libraries in general are freer from politics than any other branch of public service. "Of course, every chief librarian who finds his greatest delight in conducting his library efficiently, regrets that he must spend so much time in securing appropriations from reluctant legislative bodies." If library assistants are better equipped in mechanical dexterity than in literary attainments it is because the salaries paid are so small.

Art department.

Notes from the art section of a library with hints on selection and buying, Charles Ammi Cutter. (American library ass'n. Library tract, no. 5.) D. 22p. 5c. '05. A. L. A. pub. board.

The main objects of the art section are "(1) to recreate, rest, please; (2) to instruct, enlighten, satisfy the desire for knowledge; (3) to improve, elevate, morally and spiritually; (4) to inspire, vitalize." As a guide to selection

Art department. Notes from the art section—Continued.

tion you must "ascertain whether your public has any definite art character, any knowledge of art, any traditions of art study and taste." When the art department was inaugurated in Northampton no special attention had been paid to art by the people of the city. As a first step photographs were written about in the newspapers, and art was forced on the people. Now there are five clubs studying art and there is an art teacher in the schools. Mr. Cutter tells how to prepare one's self to know art and how to select wisely for the various departments of an art section.

Binding and repairing.

Binding kit. Pub. Lib. 12: 237. Je. '07.

"A list of things required in taking the binding course offered by the New York library school at Albany."

Bookbinding in England. C. Davenport. Lib. Assn. Rec. 9: 19-23. Ja. '07.

A description of the various styles of bindings made in England from the sixteenth century down to the present time.

Method of sending books to bindery. Pub. Lib. 12: 237. Je. '07.

Notes from the A. L. A. committee on bookbinding. Lib. J. 32: 167-8. Ap.; Same. Pub. Lib. 12: 186-7. My. '07.

"It is usually inadvisable to mend books in the original publisher's binding. Loose leaves or illustrations may be tipped in if the work is carefully done, but no attempt should be made to fix loose signatures, and on no account should paste be put on the back of the book. If this is done, it will be impossible to have the book rebound so that it will wear well. . . . Do not resew and put back in publisher's covers. . . . Do not wait till the book falls apart before sending to the bindery. . . . The first and last signatures which receive the most wear, and in which most rebound books give way first, should be guarded with muslin. End papers should also be guarded with muslin. . . . All torn leaves should be carefully mended. Always use paste, never use glue or mucilage for this kind of work. . . . Sew on tapes, using three at least. It is sometimes difficult to get binders to use tapes instead of bands, but tapes should be insisted on. . . . Books should be trimmed as little as possible. . . . Leather backs should be used, preferably American cow-hide. . . . Binders should be cautioned against using too much glue."

Repairing books. Pub. Lib. 12: 124-6. Ap. '07.

"When a book looks dilapidated. . . . Consider these questions in regard to it: Is it worth repairing? Should it be covered? Should it be rebound? Should it be discarded?" To take off worn or soiled labels apply a mixture of two parts water and one part ammonia and let soak several minutes. Then take off with a dull knife. Use Denison's round gummed labels. Moisten slightly and press

Binding and repairing. Repairing books.**—Continued.**

and work the label down until it has set all over, then cover with thin collodion or shellac. "Leaves can be inserted in three different ways: (1) Fold half-inch strips of bond paper in the center lengthwise, along the grain. With a small brush apply paste to this strip. Attach half of it to the edge of the loose leaf and the other half to the adjoining leaf, close in by the fold. Cover the strip with paste evenly but sparingly and quickly, stretching it as little as possible. . . . (2) Draw a soft piece of twine over a board which has received a thin coat of paste; then pull this cord through the back part of the book where the loose leaf is to be inserted. This leaves in the book just barely enough paste to hold in the loose leaf. Lay the loose leaf in place, close the book and let it dry. . . . (3) On the back of the loose leaf put a little paste. Lay the leaf in place and close the book." In loose back books loose sections may be sewed in by using a darning needle three inches long. In tight back books sew the signature to a guard of bond paper three-quarters of an inch wide and paste the guard to the leaves adjoining the loose section. In mending loose joints a piece of guard muslin an inch and a quarter wide may be pasted to the cover and fly leaf; or better still take the book entirely out of its covers, sew in new end sheets and glue a new piece of muslin over the back and half an inch on to the sides. "Then cover with paste the back and the end leaves or sheets, which now become lining papers, and put the back again into the case." For cleaning soiled books "mix two parts of good vinegar with one of water and apply with a clean, unbleached muslin cloth. Rub hard until the dirt is removed. . . . Vinegar is somewhat injurious to leather. . . . To make good paste: Stir up flour in cold water, adding a little water only at a time, until it is perfectly smooth; pour boiling water on this and stir again until the first mixture is thoroughly dissolved and then bring all to a sharp boil. The proportions of flour and water vary with the thickness of the paste desired. . . . Paste must not be used if not in good condition."

Trained person in charge of condition of books. F. L. Rathbone. Pub. Lib. 12: 236-7. Je. '07.

The members of the East Orange, N. J., staff who are doing the mending have spent two Saturday afternoons at a Newark bindery and the improvement in the quality of work done is very noticeable. Mr. Rademaekers, of the bindery visited, offers a course of 25 lessons to any who are not intending to become professional bookbinders. The tuition fee including material is \$25. An intelligent member of a staff so trained will return her salary in less than two years in a library of 20,000 volumes.

Book prices.

Net book system. H. Barlow. Lib World. 9: 397-402. My. '07.

The net price system was inaugurated because thru the practice of giving excessive discounts to the public the ordinary bookseller could not make a living profit out of his retail bookselling department. It was at the express wish of a large majority of booksellers that the net book system was established. The results show that authors and publishers as well as booksellers have been benefited by it. The public has not resented the action for it recognizes the expediency of a sound business principle, viz., the provision of a reasonable profit. In America the same thing has been done and with the same results. The American library association opposes the system the libraries receive a discount of not more than 10 per cent on net books and 33-1-3 per cent on fiction. The English libraries do not enjoy this privilege.

Book selection.

French books for our daughters. N. C. Devonshire. National R. 48: 1022-33. F. '07.

A list of French books that are absolutely pure and clean and fit for any one to read is given. It is not a complete catalog of such books but a list that must prove very useful. The list is arranged under three headings, viz. "(1) Books suitable for children under twelve; (2) Books suitable for young people and children over twelve; (3) Novels, which grown-up people, as well as young girls, can enjoy."

Buildings.

New mural decorations of John W. Alexander at the Carnegie institute. C. H. Caffin. il. Harper. 114: 845-56. My. '07.

Portfolio of Carnegie libraries; being a separate issue of the illustrations from A book of Carnegie libraries. T. W. Koch. Q. viii, 120p. il. front. *\$2.50. '07. Wahr.

Public libraries: a treatise on their design, construction and fittings, with a chapter on the principles of planning, and a summary of the law, by Amian L. Champneys. O. 183p. *12s. 6d. '07. B. T. Batsford, Lond.

Carnegie libraries.

Portfolio of Carnegie libraries; being a separate issue of the illustrations from A book of Carnegie libraries. T. W. Koch. Q. viii, 120p. il. front. *\$2.50. '07. Wahr.

Cataloging.

Future of the catalog. H. Barlow. Lib. Asst. 5: 239-43. Mr. '07.

A plea for cooperative cataloging. See Cooperation.

Instruction in cataloging in library schools. A. B. Kroeger. Lib. J. 32: 108-11. Mr. '07.

See synopsis of this article under Library schools.

Subject headings. Pub. Lib. 12: 136-9. Ap. '07.

A consideration of the proposed revision of the A. L. A. list of subject headings.

Catalogs.

Library catalogues: their effects and defects. R. F. Bullen. Lib. Asst. 5: 235-9. Mr. '07.

Shall the catalog "be an author catalog, with an index to subjects; a classified catalog, with an index to authors; or a dictionary catalog, embracing both indices in one alphabet." The author catalog is out of fashion and is only good as a temporary measure. The main object of a catalog is to make its consultation easy to the person of ordinary intelligence. The greatest advantage of a "dictionary catalog is its time-saving feature of simple alphabetisation. . . . In the logically arranged classified catalog all works contained in the library on closely related subjects are supposed to be grouped together and presented to the inquirer as a whole. In a general sense this is true, but it depends in a measure from what point you view the subject and what scheme of classification has been adopted."

Catalogs. Library catalogs —Continued.

But if it is to satisfactorily take the place of the dictionary catalog it must be provided with two thoro indexes. The "index to subjects, should embrace not only all headings used in the catalog, but all synonyms of such headings and all secondary subjects embodied in one title. . . . The other index should be of authors. This should not merely refer to the pages in the catalog where books by the author appear, but should give titles, abbreviated if necessary, and call numbers to all books, and should include fiction." A union or combined catalog for all libraries under one administration is desirable.

Catalogs, Traveling.

Wisconsin library commission plan. Wis. Lib. Bull. 3: 52-3. Je. '07.

The commission proposes "to catalog from time to time valuable sets of government and state documents to lend to the libraries in the state as sample catalogs. The volumes will be as fully analyzed as seems advisable for a small library. . . . The sample catalog may be kept long enough to be copied, time varying with its size." A catalog of the U. S. Industrial commission reports, and of the Wisconsin geological and natural history survey are ready. The only cost to libraries is transportation.

Censorship.

Obliteration of racing news. Lib. Assn. Rec. 9: 24-9. Ja. '07.

Charging systems.

Comments on an article concerning library indicators, by A. Kirby Gill. A. Cotgreave. Lib. World. 9: 402-5. My. '07.

Mr Cotgreave contends that the initial expense of the indicator is practically the only expense, and that the wages that have to be paid for extra help where the indicator is not used will in a short time more than balance this initial cost.

Indicator considered as a modern library appliance. A. K. Gill. Lib. World. 9: 313-7. Mr. '07.

In libraries not having open access to shelves there is a choice of three systems, viz., indicator, card-charging, card-charging with indicator for fiction. The indicator tho at the expense of a certain amount of method, saves time and labor. It is an improvement on the old ledger systems, but it stands no comparison with the speed and precision of card charging used in open access libraries. It indicates to the public whether books are out, but its initial expense is very large. The chief advantages of card-charging are simplicity, economy and adjustability. The space the card-charging apparatus occupies is extremely small. "The record of each day's work is always seen compact and complete in itself, while day by day, overdue books declare themselves automatically." Its initial expense is comparatively small, but it does not show to borrowers whether books are in or out. Card-charging with the indicator for fiction is probably the most desirable arrangement. It is folly for small libraries to purchase expensive indicators.

Children's department.

Library boys' club; an experiment. F. Duren. Quar. Ia. Lib. Com. 5: 129-31. Ja. '07.

The club had its inception in the desire to preserve order and quiet in the library without resorting to the expedient of banishing the boys because they disturbed the quiet of the rooms. "Souvenir library post cards were

Children's department. Library boys' club —Continued.

sent to every boy between the ages of ten and fifteen whose name was on the library register. These cards bore the simple statement: 'We are going to have a library boys' club. Come to the library Saturday morning at half past ten and hear more about it.' At the first meeting "the announcement was made that on Saturday mornings the library belonged to the library boys; they might talk and laugh and go about at will, a freedom which was gladly accepted and never abused. I should mention here that the library was not open to the public until the afternoon." The boys chose their own officers, and drew up their own constitution and by-laws. "The name suggested was the Young citizen's club and its purpose, to fit its members for citizenship by giving them drill in parliamentary practice and in learning to pull together." Programs were given on various subjects, the work including papers, discussions, extemporaneous speaking and debates. The results were all that had been expected. However "let the librarian who is proposing to establish a boys' or a girls' club consider carefully if there be a legitimate need for such an organization. . . . Many are the demands upon the children and we must be cautious lest our zeal for them draw them away from the home or cause them to neglect their school work. The librarian must count the cost not only for the children but for herself for much time and thought will be required and her enthusiasm for the club must not lead her to neglect the regular library work."

Children's reading.

Reading Shakespeare to children. W. T. Field. Dial. 42: 279. My. 1, '07.

Classification.

Classification of library economy and office papers. L. Stanley Jast. O. 52p. *2s. 6d. '07. Library supply co., London.

"Published originally in Brown's Subject classification, it has now been reprinted with an index. . . . The author's aim has been to apply classification not only to the literature of library economy, but also to the various written records and papers bearing upon the administration of libraries, and processes of work." Under nine main divisions "the object has been to provide a number for every kind of document, letter, record, process or group of processes in a library, and to refer by a single reference to the place of storage of every kind of material." The nine main divisions contain some seventy-five main subdivisions."

Collation of books.

Objects and methods of bibliographical collations and descriptions. A. W. Pollard. Library, n. s. 8: 193-217. Ap. '07.

The object of collation is to discover whether a book is perfect, and "to ascertain in what relation it stands to other copies of the same work." In order to accomplish these two results the collator of early printed books must understand the makeup of those books. Early printers printed their sheets page by page exactly as the scribes had written them. Mr. Pollard explains how this was done and what precautions were taken to get the sheets of a quire in the right order "To get the quires in the right order they were sometimes numbered, but more often lettered, the first quire a, the second b, and so on. The letters used were, mostly, those of the Roman alphabet, which treated i and j as one letter, and u and v as one letter, and had no w. The letters thus used are called signatures, and the Roman alphabet of twenty-three letters is that used by most English printers in signing the sheets to the present day." To guard against

Collation of books. Objects and methods —Continued.

the possibility of numbering the sheets and quires wrongly "careful scribes wrote the first word of a new quire below the last word of the last line of the preceeding quire. This provided a means of checking the order of the quires. So also, when they had written the first leaf of the first sheet, they wrote below the last word of it the first word of the second sheet, and so on for the third and fourth, and thus provided a means of checking the order of the sheets." When the printer had taken all these precautions it is easy to collate an old book. But before 1472 no one used printed signatures and even after that time many books have neither signatures or catchwords because it was the custom to place them at the very foot of the page where they could easily be cut off by the binder. Again the quires in an old book are not always regular as sometimes additional leaves were inserted. If one can find the strings which mark the middle of the quires it is fairly easy to collate by means of the watermarks as only one watermark is made on each sheet of paper, and this is made about the middle of one-half of the sheet. Mr. Pollard tells how to detect missing leaves and leaves supplied from another copy. The article closes with the methods of collating more modern books and with the forms of description to be used when the collation is complete.

College libraries.

Correlation of the library and other departments of colleges and universities.
L. N. Wilson. *Pub. Lib.* 12: 220-1. Je. '07.

There is a great need for heartier cooperation between the library and the other departments of a college or university. At Clark university "the heads of departments make the classification for the books strictly within their field and classify all the books purchased for their departments as they are received." Uniformity in schemes of classification is not insisted upon. "This brings about a close relation between the library and all the departments of the university. The alcoves are practically departmental libraries within the main library, and each instructor takes a personal interest in his department of the library." The librarian makes no suggestions of radical changes without first consulting the heads of departments which will be affected by such changes. An effort is made to make the library a common laboratory in which all departments are interested.

Developing a college library. W. H. Kerr.
Pub. Lib. 12: 214-7. Je. '07.

"As modern scientific instruction is impractical without its laboratories, so is modern instruction in literature, philosophy, history, language, and science incomplete without its workshop, the library." The college library should supply professional material to teachers, it should furnish inspiration and guidance to students, it ought to be a bond of interest between the institution and the community, and should have close relations with the public schools. In selecting books consult the needs of professors and of students also. Buy good editions. Buy important sets of periodicals. Develop the resources of the library and then develop the use of these resources.

Future university library. B: Rand. *Nation*. 84: 263. Mr. 21, '07.

The Harvard law school library is an example of what may be done with departmental college libraries if they are handled in the right way. "The development of this library has taken place under an expert who has given exclusive attention to legal literature. The result has been the creation of one of the best law libraries on this continent; and this library in turn has helped create one of the

College libraries. Future university library —Continued.

best law schools in the world. Mere increase in the number of books and in extent of accommodation could never have yielded these fruitful results if there had not been in addition expert and departmental administration. If only through such departmental development a thoroughly efficient library in a law school has been built up, a similar policy must, so far as practicable, be pursued in history, science, philosophy, or any of the other great departments of a university. . . . The library of a department has been truly described as its 'laboratory.' But a successful laboratory can be conducted only by those who give their lives to the task, and never by mere general supervision." Then if it is a good thing to have departmental libraries "we must form a new conception of the nature and functions of a central library in a university. Such a central library would comprise the general collection of books which are of equal value to the whole university . . . and the great array of general periodicals, reports, records, and documents serviceable to the entire community. It would also contain the general reading rooms, and provide for the various divisions of general library administration.

Indeed, this administrative work would be one of the most important functions of the main library. . . . A suitable plan for a general university library might, for instance, be found in a main building for the central library surrounded by a group of department buildings in close connection; or it might prove more advisable to have the department libraries under the same roof as the central library. This later plan would afford the readiest access to all the department libraries. Yet whatever the location, the one thing necessary is the maintenance of separate department libraries. To-day the great university libraries have, for the most part, only a corps of administrative officers. The future university library must provide in addition a staff of departmental librarians."

Modern teaching and the library. J. B. Wharey. *Lib. J.* 32: 153-4. Ap. '07.

President Harper writes "In the really modern institution the chief building is the library. It is the center of the institutional activity.

. . . The days are coming when in addition to the library each group of closely related departments will have its separate departmental library. This will include the books in most common use, the maps and charts of special value. The student in the future will do little of his work in his study; he must be in the midst of books. No ordinary student can afford to own one book in a hundred of those which he may wish at any moment to consult. His work must be done where, without a moment's delay . . . he may place his hand upon that one of ten or twenty thousand books which he desires to see. Some of us will see the day when, in every division of study, there will be professors of bibliography and methodology, whose function it will be to teach men books and how to use them."

Open shelves in a college library. W: I. Fletcher. *Pub. Lib.* 12: 213. Je. '07.

Special students' reference room. J. H. Canfield. *Pub. Lib.* 12: 217-8. Je. '07.

Columbia university has inaugurated a special reference room for students with about 5000 volumes on the shelves. These books have been "carefully selected with a view to their direct bearing upon the work of undergraduates in the college." Back of a small loan desk are about 1000 volumes—books for required reading which are given out on a day-and-hour scheme. The library is not open evenings and books are loaned over night. The former head reference librarian is in charge of the undertaking and gives his entire time to the assistance of students and the general administration of the room. The first month's reports are very encouraging.

College libraries—Continued.

Student service in Ohio state university.

O. Jones. Pub. Lib. 12: 227. Je. '07.

Complaint is often made about boys as pages in college libraries. The Ohio state university finds student help very satisfactory. Students take a genuine interest in the work and often beginning early in their college course they remain with the library until graduation.

University of Michigan. Annual report

of the librarian for 1905-1906. (Univ.

bull. n. s. vol. 8, no. 10.) O. 76p. '07.

Univ. of Michigan, Ann Arbor.

The report gives an excellent summary of the work of a college library in its various departments.

Colleges and libraries. See **Libraries and colleges.**

Cooperation.

Future of the catalogue. H. Barlow. Lib.

Asst. 5: 239-43. Mr. '07.

"If the public library as regards its accessions for the next few centuries is going to keep step with this prolific outpouring of literature, a problem more difficult than that which confronts us in the proportionate cataloging of these accessions cannot be conceived.

Co-operation will perhaps be the only solution to the difficulty—co-operation, not only among libraries and librarians, but also among publishers and authors." This co-operative cataloging might be undertaken by the Library association and its headquarters located at the British museum. The staff will consist of catalogers and book selectors and only the most capable men will be employed. "The book selectors will choose from among the new productions those books which are deemed most suitable for public library purposes; and of the books thus chosen, monthly lists will be sent to every library in the country for the guidance of librarians and committees in purchasing new additions. While the monthly list is being prepared by the selectors, the publications thus selected will pass into the hands of catalogers, and when these have been cataloged, full catalog entries will be printed on special slips ready for distribution to the libraries which apply for them." Annotation is the most important branch of cataloging and it must be done by persons who have a good knowledge of the subject treated. "The degree of excellence of annotation depends upon the qualifications of the annotator, and no single man possesses the qualifications necessary to enable him to annotate on every subject. . . . It is my firm conviction that co-operative cataloging will be the cataloging of the future—certainly the remote future. Why not the near future—our own generation? . . . The catalog of the future will be made on these principles of co-operation. The day will be when librarians and committees must perforce run public libraries on more economic lines; and as time rolls on, and the public library movement becomes more marked, there will be a manifestation of public interest of a more practical nature. A series of reforms will be the result, and one of these reforms will be the cataloging system."

Duplicates.

Care and disposal of duplicates. H. R.

Mead. Lib. J. 32: 202-3. My. '07.

In checking a collection of books for duplicates be sure to retain the best copy for the library; to consider the desirability of extra copies; to keep all editions. When a volume is to go to the duplicate collection mark "dup" inside the cover and underneath it put the class number of the library copy of the book

Duplicates. Care and disposal of duplicates**—Continued.**

which will help in shelving it. On the title page underline "the name under which the book is cataloged, or if the real name does not appear add it in lead pencil." The judgment of the reference and loan librarians in regard to retaining extra copies will be found helpful. A card catalog of duplicates is certainly a desideratum. It is essential in making exchanges, and by consulting it the reference librarian may be able to supply a need when the regular copy of the book is out. To dispose of duplicates by auction is expensive, but exchange is often mutually advantageous. For this purpose a hectographed or mimeographed list may be sent to libraries that are likely to need the books the library has for exchange. "An ideal scheme of exchange would be to have a state, a national, and an international duplicate or exchange bureau. . . . But the great expense and comparatively small value of duplicates would hardly place such a project on a paying basis. . . . Some of the state commissions are undertaking similar work, and always with advantage to the libraries concerned."

Fiction.

Free public libraries as promoters of sub-

scription libraries. C. K. Bolton. Pub.

Lib. 12: 175. My. '07.

The policy of buying only the best in fiction is turning many cultivated people from the public to proprietary libraries. People want to get at the library the books that are being read and discussed in society.

Foreign languages, Books in.

Educational opportunity and the library.

J. M. Campbell. Lib. J. 32: 157-8. Ap.

'07.

Passaic, N. J., started out with supplying newspapers in foreign languages. When it came to finding suitable books in various languages difficulties arose. Then the people were asked to say specifically what books they wanted and where they could be purchased. But two to five hundred titles exhaust the popular books in the Slovak, Bohemian, Polish or Russian languages and the patrons still wanted more books. It was suggested that they read English books, but the reply was they could not. There was no one to teach them. State money could not be used for that purpose. The facts were brought before the legislature of New Jersey and a bill was introduced which if passed will enable any town to offer educational assistance to its foreign speaking adult inhabitants.

Holiday opening.

Sunday and holiday opening. Lib. J. 32:

103-7. Mr. '07.

Statements from eleven large libraries agree that holiday opening is in general "like that of ordinary days, except for Christmas, which seems to be usually held to be like a Sunday and perhaps the Fourth of July."

Hours of opening.

See also **Holiday opening**; **Sunday opening**.

Indexes.

Indexes wanted. W. Powell. Lib. Assn.

Rec. 7: 105-12. Mr. '05.

Good "Indexes would make a well-selected library of 5,000 volumes as useful as many a library of 10,000 volumes is under existing conditions. The kind of thing wanted is repre-

Indexes. Indexes wanted—Continued.

sented at present by a few specimens, chief among which are Poole's Index to periodical literature and the A. L. A. Index to general literature," and also Granger's Index to poetry and recitations. Indexes that are especially needed are those to (1) Essays, (2) Poetry and ballads, (3) Drama, that is, an index to titles and authors of all known English plays," (4) Portraits, (5) Heraldry, (6) Biographies, (7) Archaeology, (8) Parliamentary reports, etc. "The chief difficulty would no doubt be the question of cost, and I cannot pretend to say whether it is insurmountable or not. . . . My experience has been largely confined to a great reference library, and many times I have been convinced that the information asked for is somewhere in the building if we could only lay hands on it. It is unnecessary to dilate on the peculiar questions shot at us from time to time. You all know them. My contention is that more indexes would enable us to answer a much larger proportion of these plums than we can at present."

Indexing.

Reform in indexing methods. A. L. Clarke. Lib. World. 9: 317-20. Mr. '07.

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Scholarship is the second requisite in a librarian. "The first is cheerfulness, tact, good nature and an engaging personality." Hire a library attendant "that can smile with her eyes, with her shoulders, with her hands." Such attendants will promote an atmosphere of welcome in the library. The librarian should be interested in the things people are interested in. This means "that with sanitary plumbers they must be sanitary plumbers, and be experts on horses and crude oils and hides whenever the horse and crude oil and hide specialists honor them with their confidence. . . . Bring your public, as much as possible, into contact with personalities rather than into contact with catalogs. After you get your public, feed them with food suitable to their varied digestions. . . . The librarian should be the intellectual father-confessor of his locality. He should lecture before the boys' club and the Browning club, the woman's club, the churches, the lodges, the board of trade, and before every other organization from which he can possibly invite an invitation. . . . A librarian who always stays in his library is something like a train of cars that always stays in the station—he reaches no destination and has few passengers. . . . Above all he should know the hearts of children and, in a serious sense of the word, be himself one of the boys."

Librarians and assistants—Continued.

Plea for emphasizing the human element in our public libraries. H. Schuyler. Pub. Lib. 12: 167-70. My. '07.

"The extent to which a librarian of a free city library may make himself a real power in the community can hardly be realized. I do not hesitate to assert that the right man can make himself the most conspicuously helpful personage in the whole city; his influence may be made to dominate the thinking of all classes. But this end can only be attained as the librarian is or learns to be a close student of human nature. . . . To know books is well, to know human beings for whom books are written and collected is better. . . . A librarian ought to love good literature and steep his soul in it. I venture to believe that doing this is as much a part of his business and tends as fully to making him efficient and helpful as studying the latest catalogs and making himself familiar with the bibliography of his profession."

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At present there are few libraries where the income admits of specialization. In smaller libraries it is out of the question. In larger libraries it might be adopted, but tho it would be more business like and would furnish an incentive to excel in a particular line, it would not give individuals an opportunity to become proficient in the various departments and so would hinder their professional advancement. It might however be advisable to separate the literary and the administrative or business side. Specialization would be of great advantage in book selection. The value of a staff thus specializing is evident when readers require assistance in the choice of books.

Libraries.

Growth of the libraries in the south.

L. R. Wilson. World's Work. 14: 8985-6. Je. '07.

"Possibly the most notable step taken has been the establishment of the rural school library." In North Carolina there are now 14,000 rural school libraries containing a total of 255,000 volumes. Virginia has inaugurated a system of traveling libraries. Texas has twenty Carnegie libraries. College libraries have undergone a revolution in spirit. Traveling libraries have met with immediate success.

Impressions of some European libraries.

W. S. Monroe. Lib. J. 32: 161-2. Ap. '07.

"European libraries are much less democratic than similar American institutions. They are patronized much more generally by special students than by the masses, as with us. Little or nothing, in fact, is done to bring the libraries to the attention of the common people. Closed shelves is the rule, and the books are generally badly cataloged, when cataloged at all. The libraries are opened for a few hours only each day, and vacations are numerous and long. . . . European libraries . . . are very slow in the purchase of modern books. . . . Pamphlets are more generally collected and preserved; more attention is given to the collection of biographical sketches, autographs, and portraits, and special libraries are much more numerous than in the United States. . . . Germany alone has something like 40 special educational libraries."

Laurentian library and its librarian. M. McIlvaine. Putnam's. 2: 3-19. Ap. '07.

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"The zeal of you librarians, like the zeal of the Psalmist's house, has eaten us up, together with our conservatism and our inertia. You have combined the methods of modern bus-

Libraries. Library and its functions—Continued.

ness astuteness with the spirit of a missionary to the heathen. You display your wares to such advantage that all who run must read. . . . The librarian is more than a mere custodian of the book, she is the missionary of the book. . . . She is acquainted with the individuals of her community. She knows their literary needs and what will supply them, and in her own way she puts into their lives that message which will benefit them. She does it with tact and skill, without being dictatorial or meddling—some—but she does it." The librarian is even more important than the books themselves. "She, her personality, herself, her individuality, although it may be heresy to say it in this presence, is far more important than her system of cataloging or her method of accessioning, although both are important." The world is beginning to recognize the importance of library work but librarians are in advance of the public in gauging their responsibilities. Training schools have been started before they were asked for. In these training schools particular emphasis should be placed "upon an intimate knowledge of the best books and an intense study of the needs of the individual readers of a given community, so that the right book may be placed in the right hands at the right time." The centralizing feature is an important feature of library work. "Every library where room is adequate, should be the center of interest for all the forces that have for their object the acquiring of culture and knowledge through the coordinate use of collection of objects and the book." There is "great need of a close co-operation between school and library in connection with the children's reading." The library "contributes to the general intelligence of her citizenship. It aids in the cultivation of a natural, artistic and aesthetic taste. It ministers to the scientific spirit of the age and it aids in the enlightenment and purification of the civic life of the people. It supplements the work of the home, the school, the church and the state. It is the handmaid of education, religion, and statesmanship. Those who minister in its behalf are entitled to rank with all those who have our country's interests in view, our nation's welfare at heart and humanity's destiny within their keeping."

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Indexes. Indexes wanted—Continued.

sented at present by a few specimens, chief among which are Poole's Index to periodical literature and the A. L. A. Index to general literature," and also Granger's Index to poetry and recitations. Indexes that are especially needed are those to (1) Essays, (2) Poetry and ballads, (3) Drama, that is, an index to titles and authors of all known English plays," (4) Portraits, (5) Heraldry, (6) Biographies, (7) Archaeology, (8) Parliamentary reports, etc. "The chief difficulty would no doubt be the question of cost, and I cannot pretend to say whether it is insurmountable or not. . . . My experience has been largely confined to a great reference library, and many times I have been convinced that the information asked for is somewhere in the building if we could only lay hands on it. It is unnecessary to dilate on the peculiar questions shot at us from time to time. You all know them. My contention is that more indexes would enable us to answer a much larger proportion of these plums than we can at present."

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Libraries. Present problems of libraries in Canada—*Continued.*

become an expert in library administration. "The ingenuity displayed in many libraries in placing barriers between the people and their books is appalling. The open shelf is with many a scoffing and by-word. Children are driven from the library by the absurd age limit. And persons applying for membership have to comply with red-tape rules, and pay a fee for their cards. Then, too, how often are the walls of the library placarded with threatening notices. Thou shalt not is everywhere in evidence. The atmosphere is one of suspicion." Out of 25 leading libraries in Ontario only six have children's rooms, only six have abolished the age limit which debar children from the use of books, and only 13 have open shelves. The age limit ranges from 12 to 16. The libraries have not justified themselves with the people.

Some government libraries. E. G. Swem. Pub. Lib. 12: 146-7. Ap. '07.

An abstract of papers on the libraries of the various government departments of the United States.

Some libraries in the farthest northwest.

G. F. Bowerman. Pub. Lib. 12: 120-2. Ap. '07.

Stockbridge library; address by R. R. Bowker, president of the association, at the annual meeting, September 30, 1905. O. 11p. pa. Stockbridge library ass'n, Stockbridge, Mass.

Libraries and colleges.

Library and the small college. R. O. Graham. Pub. Lib. 12: 218-20. Je. '07.

All classes contribute to the support of the public library and on this account it is not justifiable to favor the college in expending an undue amount of funds on books that would be of use to the college constituency alone. Books of wide general interest that would be helpful in classroom reference work may however be legitimately purchased. By doing this the library will best help itself in the special fields covered by the needs of the college.

Student privileges in a public library. J. M. Drake. Pub. Lib. 12: 221-4. Je. '07.

The best method of registration for students is to register them as regular readers. "On the application blank is written the home address and the name of mother or father, so as to have some sure way of reaching him if he unexpectedly leaves town." In Jacksonville, Ill., students are not limited in the number of books they may take out. Bound and unbound magazines and reference books may be taken out at closing time to be kept till opening time the next morning."

Libraries and schools.

Difficulty of the high-school library, and a suggestion. E. W. Gaillard. School R. 15: 245-50. Ap. '07.

A good working high school library should contain about 5,000 volumes. These would probably cost from 6,000 to 7,000 dollars. Now "if the school and library authorities will make some arrangement for the public library to meet the wishes of the school, it is evident that much good will be accomplished without the duplication of a great deal of material. As such a burden would add materially to the expenses of the public library, it would be only fair for the school authorities to see that the appropriating body of the town take this into consideration when making the annual budget."

Fingerposts to children's reading. W. T. Field. S. vii, 9-275p. **\$1. '07. McClurg.

Contents: The Influence of books; Reading in the home; A list of books for home reading;

Libraries and schools. Fingerposts to children's reading—*Continued.*

Reading in the school; Supplementary reading; The school library; The public library; The Sunday-school library; The illustrating of children's books; Mother Goose. Appendix. Lists of books for school and Sunday-school libraries arranged under subjects, with grades to which they are adapted.

Library and the school in Grand Rapids.

S. H. Ranck. Lib. J. 32: 162-4. Ap. '07.

The relations between the public schools and the library in Grand Rapids are unusually close. Until 1903 the library was managed by a committee of the board of education. Since that time the superintendent of schools and five commissioners elected by the citizens constitute the library board. The title to the property however still remains with the board of education. In 1894 deposits of books were placed in the public school buildings for circulation among the children. New books are added to these libraries each year, the selection being made by the children's librarian and the various principals. "During the year the children's librarian, and sometimes other members of the library staff, visit the schools, talking to the children about the books and conferring with the teachers, and occasionally there are conferences between the library staff and the school principals to discuss the various problems that come up. "During vacation some of the libraries are open two hours of one day each week for the distribution of books. "The library also sends traveling libraries to public, parochial, and private schools throughout the city." School children are systematically instructed in the use of the library. By a new agreement whenever the library board requests and the school board agrees the board will equip a room for library purposes in one of the school buildings. The first of these school branch libraries was opened in Dec., 1906. The room is in the basement, has an entrance from the outside, and it can be warmed without heating the rest of the building. The school board equips the room with furniture, light, heat, and janitor service. "The library board supplies the books, periodicals, and the librarian, together with the card catalog outfit." This branch is open week days from 12:30 until 9 p. m. "The educational advantage to the school for the children to have access to books in this way, with a librarian in charge, and of having a good collection of the best current magazines, is believed to be considerable. At the same time the advantage to the library is that it enables it to carry on a branch of this sort at a minimum of expense."

Public schools and public library at Pomona, Cal. Educ. R. 33: 306-12. Mr. '07.

Libraries as social centres.

Library as the educational center of a town. A. E. Bostwick. Pub. Lib. 12: 171-4. My. '07.

"The library uses books as a means of development, not without the aid of personal influence, but without taskmasters; not without discipline, but without compulsion." In many communities the library is looked to as "a center in matters having no direct connection with books. It is a museum on a small scale; a lecture bureau; the maker, sometimes the publisher, of lists and bibliographies. . . . The up-to-date library strikes out toward every member of the community and it strives to draw each one to itself. . . . Let us at the very center of the town's mental and moral life erect an institution, which, having as its basal object the collection, preservation and popularization of the records of what has been worth while in the past, may serve also as a support to what is good in the present and a ladder on which the community may mount to still better things in the future."

Libraries, Private. See Private libraries.

Library advertising.

How shall the library help the working man? A. L. Bailey. Lib. J. 32: 198-201. My. '07.

Use the local press, especially the labor papers if there are any published in your town. If there are no labor papers work thru the trade unions. Thru their secretaries you can place in the hands of "the members such literature as you think will interest them in the library." Try placing small printed cards in the pay envelopes of the men. Most managers will allow this. Repetition counts in this as in other kinds of advertising. If possible tell the workmen "by word of mouth what the library is." Special lists are very efficacious. They should, as a rule, be short, and occasionally of a general character, "containing all sorts of books, including fiction, but generally they should be on some special subject. . . . Often a man does not realize that there are books dealing with the trade whereby he gets his daily bread and butter."

Profession and the press, professional and other. A. J. Philip. Lib. World. 9: 353-6. Ap. '07.

The press is an avenue thru which the library should work and it should be cultivated by librarians. Permanent works on professional topics add to the vitality of the library movement with the publication of each book.

Library commissions.

Better support for libraries. C. F. Baldwin. Wis. Lib. Bull. 3: 30-2. Mr. '07.

The aim of the commission is "to inspire communities with a desire for library service. . . . to foster zeal in library work . . . to promote the efficiency of libraries already established." The commission sees the need of the state as a whole and brings to each community practical suggestions adapted to its needs. The lack of funds is often due to want of appreciation of their need. The commission thru the press, the platform, club meetings, and social gatherings should urge the need of better support for libraries. "The public are the taxpayers, and if they are convinced that the library is a necessity, they will be willing to pay for it." The commission too can call attention to the large opportunities afforded by libraries for the use of private benevolence. It can also help the librarian to win the support of the community by setting a high standard for the library. "It is the duty of the commission to establish close relations with every librarian and friend of libraries, to cultivate in all library workers an esprit de corps, loyalty to their profession, and devotion to the common cause of increasing the sum of general intelligence."

Minnesota public library commission; fourth biennial report, 1905-1906. O. 88p. pa. Minnesota public library commission, St. Paul.

"The purpose of the commission is to encourage and direct the work of library extension in the state, by establishing libraries in all communities able to support them, by improving libraries already established, and by maintaining a system of free traveling libraries from which any town, village or community may borrow books." The commission assist public libraries by awakening "public interest through correspondence, printed matter, personal visits, or public meetings for discussion of the library proposition." It gives advice "regarding laws and methods of organization, selection of books, furniture and supplies" to towns which are trying to start libraries. Visits are made to libraries already established and council in regard to methods of work is given. When new libraries are organized practical assistance is given in classifying, cataloging, and in installing proper business methods. The commission conducts a summer school, sends out traveling libraries, and serves as a clearing house for periodicals.

Library exhibits.

Industrial exhibit. W. F. Sewall. Pub. Lib. 12: 235. Je. '07.

"The exhibit was representative of the leading manufacturing industries of Binghamton, and the processes, as well as the finished products, were on view. In some cases manufacturers sent men to explain details. The exhibit included scales, flour, glass, chairs, combs, silk, whips, perfumery, shoes, wagons, sleighs, tobacco, wood alcohol, etc. . . . The exhibit attracted hundreds of persons to the library for the first time. Lists of books bearing on the industries represented were given visitors, and resulted in increasing the membership of the library."

Library extension.

Relation of public libraries to the present system of education. R. Roberts. Lib. Assn. Rec. 9: 1-14. Ja. '07.

The ultimate purpose of the library, the museum, and the art gallery is "to produce a better, a more richly and variously cultivated human being." To this end they should "become the center of instruction and enlightenment, not mere collections of books and pictures. . . . Lecture rooms for popular exposition, students' rooms for quiet study and literary research work should be regarded as indispensable parts of the public library equipment." The library may be used effectively for teaching purposes by giving illustrated lectures at stated intervals to the grade pupils. Books should be loaned to schools. Lectures should be given by competent lecturers. Art treasures might well be exchanged. It is time that rural districts had libraries. Village schools should be affiliated as branch libraries.

Library schools.

Instruction in cataloging in library schools. A. B. Kroeger. Lib. J. 32: 108-11. Mr. '07.

Library schools are criticised for devoting too much time to cataloging. There is however much reason for this. "A large number of the graduates become catalogers, and many more enter into positions where a knowledge of cataloging is essential. The principles of cataloging underlie almost all the clerical records of a library. A knowledge of the rules is helpful in accession work, in shelf-listing, in preparing lists of various kinds, in all bibliographic work." Again instruction in cataloging develops "attention, accuracy, observation, neatness, order." Inaccuracy is the most common failing of students. "There is no discipline in the whole library school curriculum of more value than that obtained in the instruction in cataloging." Cataloging well taught should give a thoro understanding of Cutter's Rules. The A. L. A. Rules should also be studied. It is "desirable that the cataloging taught in the several library schools shall be to a considerable extent uniform." When the A. L. A. Rules are published they should be adopted as the text book because they are the rules used by the Library of Congress, but Cutter's Rules will always be needed as the A. L. A. Rules do not include rules for subject entry. Careful revision of cards is very essential, and students should keep their cards for consultation when they begin to do practical work. The instruction should be based on the cataloging for a medium library tho it would be better to make the instruction conform to Cutter's Rules for "full," rather than his "small." It is easier to omit than to add. Dictionary cataloging should be the chief basis for instruction and much attention should be given to subject entry. Cutter's Rules is the best authority on this, and the A. L. A. List of subject headings should also be used. Students should be taught to adapt themselves to the use of the libraries by which they are employed.

Library training.

Departmental work in a library. E. L. Moore. Pub. Lib. 12: 122-3. Ap. '07.

"It is generally conceded that a librarian should be trained and should understand modern library methods." Understanding such methods herself she may increase the efficiency of her staff and of the library by organizing the staff into a class for the purpose of giving them simple instruction in different subjects of library economy. If she does this it will make for her but little additional work to admit to the class apprentices who in return for instruction will give gratuitous service to the library. "Apprenticeship is absolutely necessary for the purpose of acquiring a practical knowledge of library work. . . . From the standpoint of the pupil it may better come before a regular course in an accredited library school. . . . It does not in any way afford a training equal to the regular courses, nor on the other hand does a library course make up for that which apprenticeship can give."

Municipal reference department. See Legislative reference department.

Newspapers.

Obliteration of racing news. Lib. Assn. Rec. 9: 24-9. Ja. '07.

A summary of returns on the blocking-out of racing news. Out of 138 libraries 27 obliterate the betting news, 49 do not do so, and 62 have not considered the question.

Open shelves. See Access to shelves.

Picture bulletins.

Suggestions for anniversary and holiday bulletins. Wis. Lib. Bull. 3: 3-8, 22-5, 46-8. F.-Je. '07.

Pictures.

See also Art department.

Private libraries.

Library of Richard Smith; 17th century. E. G. Duff. Library, n. s. 8: 113-33. Ap. '07.

Public documents.

Library of public documents in the office of the superintendent of documents, F. A. Crandall. Lib. J. 32: 203-6. My. '07.

The library is not specifically provided for by law and no money has ever been spent by it in buying books. Some of its volumes have however been acquired by exchange of documents. "The law directs the public printer to supply to the Superintendent of documents a copy of everything he prints except letterheads, blank forms, and confidential publications, and also directs every department of the government to supply a copy of everything it publishes." But this has not always insured copies of current publications to the documents office. Hearings before congressional committees and "separates" of scientific bureaus have been particularly hard to obtain and separate requests have usually been made for each one. The hearings are a peculiar sort of publication. "They include evidence and arguments on sundry burning questions of the day, usually the evidence and arguments of experts or of the persons most interested. They are thus first hand material on great public questions and surely worthy of publication if any public doc-

Public documents. Library of public documents—*Continued.*

uments are. But under the interpretation of the printing law which has hitherto governed there is no provision for the preservation of these publications. The amount printed under this head every year runs into thousands of pages, but not a page is preserved in the printing office, not a page is sent unsolicited to any congressional document room or folding room, or any library." The reason is either that the hearings have been public, or when private the printing has been considered confidential and all copies have been sent to the committee ordering them. Often it is only by keeping a sharp lookout that the documents department knows what has been printed. Until lately the department has been a sort of documents clearing house but this has been discontinued because the office became gorged with documents. The summary of the strength and weakness of the library is very interesting and instructive to one who wishes to know what is included in a complete set of government documents.

New York City record. A. R. Hasse. Lib. J. 32: 207-8. My. '07.

"The City is the name of the official organ of the city of New York. So far as I am aware no other American city supports an official organ. It is a custom common to continental municipalities, but does not seem to have been generally adopted in England or America. It is published daily except Sundays and legal holidays. It 'includes the publication of all resolutions and ordinances of both boards of the municipal assembly, all recommendations of committees, all final proceedings of the legislative branches, full copies of all messages of the mayor, and of all reports of departments or officers. . . . The paper is an exceedingly valuable aggregation of material of its kind, whose usefulness is hopelessly frustrated by . . . a villainous system of indexes. This stupid habit of creating valuable material and then blocking its use by the crudest makeup and the feeblest apologies for indexes is so general a characteristic of official literature, that commenting on the defects of the City record, in this respect, is only remarking upon that which is common to ninety-nine hundredths of all public documents."

Public documents as a library resource.

C. W. Smith. Lib. J. 32: 195-8. My. '07.

The possibilities of a document collection have been largely overlooked by librarians because they are considered such a difficult class of books to use. They should not be regarded as a source for raw material. They are of practical value to practical people in nearly all vocations in life and are frequently marked by a style and literary quality of high rank. "In a representative collection of public documents the housekeeper will be able to find reliable information in regard to foods, their cooking and their nutritive value and cost. The butcher will find illustrations of the various cuts of meat. The grocer can here post himself upon food adulterations and can read analyses of cereal breakfast foods and baking powders which he may wish to recommend to his customers. The physician will be interested in the health reports and studies upon the various epidemic diseases. The farmer will find practical hints upon the cultivation of his crops, with the best methods of eradicating weeds and checking the ravages of injurious insects. . . . Politicians may wish to inform themselves upon laws, treaties, tariffs, salaries and current political history. . . . In the field of American political history no considerable work can be done without recourse to the United States public documents. Were all other books and records destroyed, it would be possible from the federal documents alone to rewrite a fairly comprehensive history of the United States from the adoption of the constitution to the present time. The publications of the bureau of education are of particular service to teachers." There are several reasons that explain the hitherto small use of these

Public documents. Public documents as a library resource—*Continued.*

documents. They are usually issued in unattractive binding and with ambiguous or misleading titles. They are either not indexed at all or the work is poorly done. "The catalog of the average library gives but little information as to the contents of the various sets of documents, and librarians themselves are not always able to render proper assistance. . . . Personal familiarity on the part of the librarian is essential to the large usefulness of a collection of public documents."

Reading.

Education of a reading public. J. N. Larned. Lib. J. 32: 147-53. Ap. '07.

"A true newspaper, veracious, conscientious, broadly intelligent, seriously thoughtful, honestly endeavoring to be a faithful historian of the passing day, is an educating agent of the greatest possible power. Nothing can feed a mind better, for the liberal, large growth of conceptions, judgments, feelings, imaginations, interests in life, than a wholesome attention to the day by day movement of significant and suggestive events in the whole round world. It is the study of history at its birth." On the other hand a public that tolerates and encourages the degradation of news by "audacious falsifications and false coloring . . . will surely become mean of mind, vulgar of spirit, reckless of the higher interests of society and blind to its own good." The educational value of novels which are true literature is very high. They give a remarkable widening to our outlook on life and human nature. But for the attainment of a moral culture biography is better. "I have sometimes thought that a liberal long-continued course in reading in biography, established in our common schools as the basis of an undertaking of moral influence, to which every other undertaking of the schools should be subordinate, might make them a new power in the world." For broadening political convictions and social aims and illuminating daily life nothing is so enlightening as history. There is a charm in poetry for "every human creature who is not a clod. . . . Can we not in some way, much more than we do, bring our young people within the touch of it, to find it and feel it and be captive to it all their lives?"

Fingerposts to children's reading. W. T. Field. S. vii, 9-275p. **\$1. '07. McClurg.

Contents: The influence of books; Reading in the home; A list of books for home reading; Reading in the school; Supplementary reading; The school library; The public library; The Sunday-school library; The illustrating of children's books; Mother Goose. Appendix. Lists of books for school and Sunday-school libraries arranged under subjects, with grades to which they are adapted.

Modern teaching and the library. J. B. Wharey. Lib. J. 32: 153-6. Ap. '07.

Is not the real meaning of education learning to read. Both librarians and teachers should be competent to direct "the young and inexperienced minds to the great books of the world."

Reference work.

Reference work at the University of Illinois. Pub. Lib. 12: 225-6. Je. '07.

"Explicit typewritten directions explaining the rules of the library regarding reference books and the use of the catalog, relieve the reference librarian of a number of questions." Periodicals are treated as reference books. Certain books not usually regarded as reference books are, when needed for special work, placed on the shelves in the reference room, and this simplifies the work at the reference desk. Periodicals are separated from reference books and bound sets of the more popular ones are placed on open shelves in the reading room. A course in general reference is given

Reference work. Reference work at the University of Illinois—*Continued.*

early in the school year to the students. This relieves the reference desk and also adds to the working efficiency of the students who take it.

Research work in public libraries. J. B.

Thomson. Lib. World. 9: 320-3. Mr. '07.

"It is in answering questions and directing readers to the best sources of information, that librarians and their assistants can show their true usefulness. Their utility in this respect, convinces the general public that their knowledge of books extends beyond the title page." "A library" must furnish counsel to those who use its treasures. The ideal public library is a realization of the people's university, supplied with instructors—whatever name be given to them—fully competent to guide and instruct its pupils, and to make its books of incalculable value to them."

School libraries.

Successful high school library at Wausau, Wis. C. C. Parlin. School R. 15: 251-4. Ap.; Same. Wis. Lib. Bull. 3: 44-5. Je. '07.

The Wausau high school made its best room into a library, and put it in charge of an undergraduate who was allowed \$20 per month and two periods a day for recitations. "The library is open on school days from 8:15 A. M. to 5 P. M. and on Saturdays from 9 A. M. to 12 M. There is a complete author and title catalog of the books and a subject catalog is being made. "A pupil desiring to go to the library hands the teacher from whose charge he is departing a slip stating his name, the exact time of leaving, and the subject on which he proposes to read, and upon reaching the library hands the librarian a duplicate slip. Upon leaving the library the pupil hands the librarian a similar slip, and gives the teacher to whom he returns a duplicate. The teachers return their slips to the librarian, who checks them over and reports discrepancies to the principal's office. The slips are furnished in printed form; the pupils buying at one cent a pad the white slips used in going to the library and the school furnishing gratis the red slips used in returning from the library." Only reference works are purchased for the library and it is especially strong in United States history. Begun as an experiment the library has proved entirely satisfactory.

Work of a small school library. J. Haines. Lib. J. 32: 159-60. Ap. '07.

The polytechnic preparatory school, Brooklyn, finds the use of pictures a great assistance in reference work. "For instance, the Abbey Shakespeare illustrations, cut from Harper's and mounted on light cardboard, are passed from class to class studying the plays, and have been a boon to the English teachers." Circulation of books has proved popular and has helped in the English work.

State institution libraries.

Library in a reform school. M. P. Farr. Pub. Lib. 12: 234-5. Je. '07.

In organizing the library in the reform school at Morganza, Pa., the first step was the weeding out of trashy fiction from the old library. Then \$250 was spent for books of recent history and popular biography, also for books on handicrafts, birds, flowers, cooking and serving, etc. A few popular novels of the day were also chosen. As far as possible the best illustrated books were purchased. A card catalog and shelf list of the books were made, and the Newark charging system was installed.

New phase of library work, M. E. Carey. Pub. Lib. 12: 127-8. Ap. '07.

In 1905 the superintendents of the state institutions of Iowa created "the office of supervising librarian for the 14 penal reformatory

State institution libraries. New phases of library work—*Continued.*

and eleemosynary institutions of the state." The duties of the librarian thus far have included the selection of books, the establishment of permanent library records, the introduction of a uniform classification and the providing of statistics. The 14 penal institutions "include two penitentiaries, two reformatories, a home for soldiers, an orphans' home, a school for the deaf, a college for the blind, an institution for feeble-minded children, four hospitals for the insane and one for inebriates." For the purpose of book selection only the insane rank as abnormal, altho the blind need books specially constructed. The insane like children's books best because the imaginative does not appeal to them as much as the realistic. "It is the Iowa idea that the book has a function as a remedial agent to be used with as much precision as any other remedy employed by the physicians. In order that this may be practical and that the doctors may have a tool ready for their use, an annotated list of books which have proved helpful to the insane has been commenced."

Story telling.

Local history in the library story hour.
R. G. Thwaites. Lib. J. 32: 158-9. Ap.; Same. Wis. Lib. Bull. 3: 43-4. Je. '07.

The experiment of utilizing local history themes in the story hour has been tried with great success in Green Bay, Wisconsin.

Sunday opening.

Sunday and holiday opening. Lib. J. 32: 103-7. Mr. '07.

Statements are given by eleven large libraries concerning the need for opening on Sundays and holidays and the results of such opening. Philadelphia alone opposes Sunday opening. The reports show that the different parts of large cities differ in their needs. "Boston and Brooklyn, and in part New York, issue books for home use on Sundays. All the others are open for reading and reference only. . . . Opening all day on Sunday seems generally to be considered unnecessary." The expense of Sunday opening is a very serious problem. "Theoretically very few librarians object to opening a library as many hours of every day in the year as people want it open, but with funds that are always limited and with constantly growing demands for increase in salaries, in book funds, and indeed in almost everything, the question of hours becomes one of practicability or expediency." With one exception the eleven librarians reporting on it believe Sunday opening desirable and feasible. In general the service is volunteered and extra pay is given, tho sometimes the evening staff take care of the Sunday and holiday work.

Tax for libraries.

State aid to public libraries. T: E. Maw. Lib. Assn. Rec. 7: 99-104. Mr. '05.

An argument for state recognition of library work on the ground of its educational value. Schools are supported. Libraries should also have a state income.

Technical books.

How shall the library help the working man? A. L. Bailey. Lib. J. 32: 198-201. My. '07.

"Technical books should cover as fully as possible the industries of the locality." They should be up-to-date. An out-of-date technical book may do positive harm. "Duplicate as much as possible, especially books for beginners." Be sure to have books on the standard trades such as carpentry, brick-laying, etc. and do not neglect a few of the latest books on the less important industries. A collection of trade catalogs is very valuable. Subscribe for as many technical periodicals as you can afford.

Technical books. How shall the library help the working man?—*Continued.*

In addition to fulfilling their particular mission they will aid you in the selection of books. Put into this collection every cent you can spare even if you have to retrench on fiction.

Technical libraries. H: V. Hopwood. Lib. Asst. 5: 270-4. My. '07.

The wants of students in elementary courses of technical study are easily met by the regulation text-books. But the higher student, the investigator, the inventor must be assisted in research work. "The municipal library cannot afford storage room for works which are seldom consulted; and its function must be, in the nature of things so far as technology is concerned, to keep available for lending or for current reference, such books and those only, which are in frequent request, keeping this collection up to date, weeding the stale books out, and 'collecting' only on some specific industry which should preferably have a local interest." In deposit libraries such as the Patent office for technology, the National art museum for art or Shoreditch for furniture there is a very different function to perform. In these libraries all literature should be stored and available for consultation. To supplement these two classes of libraries there should be central stores from which both kinds of libraries may draw books to loan to their patrons. This would then necessitate a central catalog.

Traveling catalogs. See Catalogs, Traveling.

Traveling libraries.

Department of traveling libraries. Mrs. K. M. Jacobson. (In Minn. pub. lib. com.; 4th biennial report, 1905-1906. p. 68-85.)

The library commission of Minnesota began to send out traveling libraries in 1900. Originally they were designed for rural communities, but now they are valuable adjunct to small public libraries. "Reaching out still farther to every interest within the boundaries of the state, the traveling library now serves the foreign born citizen, the more remote farms, the ambitious homesteader, the hard working miner, the isolated railroad and lumber camps, as well as the special student, the club woman, and the general reader." Of 18,000 volumes 16,000 circulate in fixed sets. An application must be signed by ten taxpayers where no library exists, and by the library board where there is a public library. Applicants pay the transportation both ways. Books are loaned for six months but may be exchanged when deemed advisable. "A group of six books in in Norwegian, Swedish, German, Finnish, or French languages is included without extra charge if there is a request for the same. These libraries are made up of 30 books for adults and 20 books for children. . . . Juvenile libraries of 25 volumes are doing inestimable good in small public libraries and in many district school libraries." Foreign libraries of 25 volumes are also sent out. "Cases of easy supplementary reading in German or French are loaned through the public library to high schools conducting classes in the modern languages." Study club libraries are increasingly in demand. Home science libraries have been sent out and the experiment has proved a success. Home libraries are sent to isolated communities the application in this case being signed by the applicant and a school or county officer. These are not made up in fixed sets but are chosen to meet the demands in rural homes. When definite books are asked for they are sent as far as possible. Books are loaned to those studying for professional state certificates upon application. Not more than two books are loaned at a time and these may be kept three months. High school debate libraries consisting of sets of books and magazines are sent out on request. Volumes discarded from the regular libraries because they are soiled or worn are sent to lumber and railroad camps and these are not returned.

VOL. I.

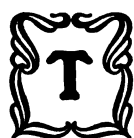
FEBRUARY, 1908

No. 6

LIBRARY WORK



A BIBLIOGRAPHY AND DIGEST OF
CURRENT LIBRARY LITERATURE



THE numbers as issued will include, in addition to a bibliography of current library literature, notes on library progress and items of interest to librarians. Subscription price 50 cents per annum—see editorial note.



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THE H. W. WILSON COMPANY

MINNEAPOLIS

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In connection with our CUMULATIVE REFERENCE LIBRARY we offer for sale the following:

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Death Penalty, by Rev. George B. Cheever, D. D., Samuel Hand and Wendell Phillips. Reprinted from Vol. 133 of the North American Review. O. 534-555p. '01, pa.
Death Penalty, by George F. Shrady. Reprinted from Vol. II of the Arena, and **Is Capital Punishment Justified?** by Dr. E. B. McGilvray. Reprinted from Vol. 21 of the Review of Reviews. O. 513-520+2p. '01, pa.
Syllabus on Capital Punishment, by Waldon M. Jerome. O. 5+6-31p.
Shall the State Kill? by Charles Burleigh Galbreath. Reprinted from the Friends' Intelligencer. 24p.

All the above will be sent to any address upon the receipt of 50 cents. Libraries will find them valuable as they will save a large amount of wear on magazines which are often consulted on the subject.

ELECTION OF SENATORS

- Syllabus**, bibliography and reprints on the question, compiled by Waldron M. Jerome. D. 4-33p., 25 cents.
Decline of the Senate. Reprinted from Vol. 55 of the Outlook. 10 cents.
Essential Reform. Reprinted from Vol. 58 of the Outlook. 10 cents.
House and the Election of Senators. Reprinted from Vol. 24 of the Arena. 20 cents.
Shall the Senate Rule the Republic? by H. Von Holst. Reprinted from Vol. 16 of the Forum. 20 cents.
United States Senate, by Wm. E. Mason. Reprinted from Vol. 10 of Munsey's Magazine. 20 cents.

MUNICIPAL OWNERSHIP

- Advantages of public ownership and management of natural monopolies**, by Richard T. Ely. Reprinted from the Cosmopolitan, March, 1901. 20 cents.
Boston's experience with municipal baths, by John A. Stewart. Reprinted from the American Journal of Sociology, Nov., 1901. 20 cents.
Control of municipal franchise. Reprinted from the Review of Reviews, June, 1899. 10 cts.
Municipal ownership, by John Martin. Reprinted from the World's Work, June, 1901. 20c.
Municipal ownership and corrupt politics, by Henry C. Adams. Reprinted from the Outlook, March 22, 1902. 10 cents.
Municipal proprietorship, by Augustus L. Mason. Reprinted from the Arena, Jan., 1898. 20c.
Municipal trading, by Dixon Davines. Reprinted from the Engineering Magazine, April, 1903. 10 cents.
Natural monopolies and the workingman, by Richard T. Ely. Reprinted from the North American Review, March, 1894. 20 cents.
Public ownership conflicts. Reprinted from the Outlook, May 2, 1903. 10 cents.
Successful substitute for municipal ownership, by Alfred F. Potts. Reprinted from the Review of Reviews, Nov., 1899. 20 cents.

PRIMARY ELECTIONS

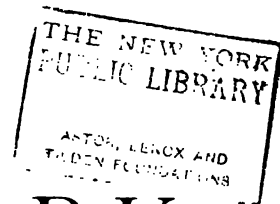
- Selected articles on direct primaries**. (Reprints). O. vii+140 p. cl. \$1. '05.
These reprints dealing with material upon both sides of the question of Direct Primaries, were prepared especially for the use of the Minnesota High School Debating League. Where a number of articles have dealt with the same material certain parts have been eliminated so as to avoid repetition. These reprints will be found especially valuable to students taking part in debates on the subject, or to clubs or individuals making a study of the subject.

ENLARGEMENT OF THE U. S. NAVY

- Selected articles on the limited disarmament of the leading powers**. (Reprints) 134p. cl. \$1. '06.
These articles will be found of great value to all persons interested in the subject of the enlargement of the U. S. navy and the limited disarmament of the leading powers. The most valuable material obtainable both in favor and against the increase of the navy has been collected and the essential parts have been reprinted, thus eliminating repetition and furnishing the investigator the principal arguments on both sides of the question in convenient form.

For additional material on above and for articles on other subjects apply to our Cumulative Reference Library.

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LIBRARY WORK

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FEBRUARY, 1908

No. 6

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New Plans for Library Work

It has become proverbial that anyone building a house will make it more expensive than he at first intends. Bibliographical publishing is in this respect like house-building, since there are so many opportunities for improvement either by the adding of new features, covering a wider field than at first contemplated, or by using more thoro and expensive methods. Such has been our experience with Library Work, and we now find that it is more expensive than we can afford to publish without compensation for a very large and increasing mailing list. We should dislike exceedingly to discontinue it since we have received a large number of appreciative letters, and we have therefore devised the following plan for continuing its publication.

We purpose to reprint, at once, in one alphabet the matter which has been published in six numbers covering the years 1906 and 1907, together with a few additions. This will make a book of about 120 pages and the edition will be limited to 1,000 copies. The future numbers, published quarterly, will perhaps be somewhat more inclusive than in the past and we intend also to include in each issue some important article, either contributed or reprinted from sources not readily accessible to our subscribers. The subscription price of the improved publication will be fifty cents per year, enough to cover its cost. To those who send us \$1.00 for two years' subscription, the years 1908 and 1909, we will send without charge the reprinted volume for 1906 and 1907. This volume

separately will be sold for \$1.00. This means that at an average cost of twenty-five cents a year one may secure the record of the past two years reprinted in one alphabet, and also the quarterly numbers for the ensuing two years.

It is not our purpose to make Library Work a publication for profit, and if our support is generous we shall be glad indeed to improve the publication in proportion to our support. It is unique in the field of library literature and does not compete with any other publication. We have increasing confidence in its value and believe that as future numbers are published our patrons will find it indispensable.

A Decade of Progress

A brochure giving a brief history of the H. W. Wilson Company has been issued to mark the tenth anniversary of the beginning of its publishing business. The following extracts from this narrative may be of general interest.

Then and Now

1898. 1. Publications: the Cumulative Book Index, beginning with an eight and one-half page pamphlet.
2. Entire output of the publishing department in February carried to the post-office on a street car.
3. Entire staff of the publishing department, the publisher and his wife.
4. Quarters: the publisher's study in a flat.
5. Attitude of Eastern publishers: "We do not wish our books cataloged in the Cumulative Book Index."
1908. 1. Publications: Cumulative Book Index, Readers' Guide to Periodical Literature, Book Review Digest, aggregating in their last annual num-

bers 1745 pages; Directory of Booksellers, Newsdealers, and Stationers in the United States and Canada; Directory of Libraries in the United States and Canada; Library Work.

2. Annual numbers of our monthly publications carried to the post-office in seven drayloads.
3. From sixty to seventy persons regularly employed in the editorial, business, and manufacturing departments of the company.
4. Quarters: a \$40,000 reinforced concrete fire-proof building, facing the campus of the University of Minnesota.
5. Attitude of Eastern publishers: "What must we do in order to have our books listed in your publications?" "Will you examine our magazine and see if you cannot add it to your Readers' Guide list?"

The H. W. Wilson Company, Chronology

1898. Cumulative Book Index begun.
1899. Sixteen months' cumulation of the Cumulative Book Index published.
1900. United States Catalog published. 1st ed.
Two-year cumulation of the Cumulative Book Index, 1898-1899, published.
1901. Readers' Guide to Periodical Literature begun.
1902. Directory of Booksellers, Stationers, Publishers and Libraries in the United States and Canada published. 1st ed.
1903. Second edition of the United States Catalog published.
Readers' Guide consolidated with the Cleveland Cumulative Index to a Selected List of Periodicals.
Business incorporated under the name of the H. W. Wilson Company.
1905. Book Review Digest begun.
Five-year cumulation of the Readers' Guide, 1900-1904, published.
Directory of Libraries published separately. 3d ed.
1906. Four-year cumulation of the Cumulative Book Index, 1902-1905, published.
Library Work begun.
New building completed.
Cumulative Reference Library begun.
Directory of Booksellers, etc., published separately.
1907. Directory of Libraries published. 5th ed.

Directory of Booksellers published. 4th ed.

Five-year cumulation of the Readers' Guide reprinted.

1908. A new publication, "General Literature Catalog" announced.

Cumulative Reference Library

Two years ago we duplicated as far as possible the magazines which were indexed in the Readers' Guide to Periodical Literature and established a traveling reference library. Since very few of our patrons among smaller libraries have access to all the magazines indexed in the "Readers' Guide," the plan of lending to these libraries any article they might need recommended itself as a real accommodation to our most deserving patrons, even if it brought no margin of profit. Our Reference library is however unique, as far as we know, in that it is self-supporting. The work began in a small way but increased steadily. The second year brought double the patronage of the first and the geometrical progression promises to continue during the present year. A good day's work at present includes the sending out of over 200 articles; nearly all of which have been left to our judgment to select. Sometimes the order is a rather big one to fill, as the one which demanded all our material on "Life and its possibilities." It was soon found that our stock of magazine articles was inadequate to meet the demands made upon the Reference library. Some government publications and various pamphlets on popular subjects were therefore added to the collection and The Congressional Record is now regularly clipped. Most of our orders come from far away parts; our best patronage being from Oregon, Washington, Georgia, and Texas. Public libraries are of course our best patrons but a great many orders are now received from school superintendents and principals, high school pupils, women's clubs and debating societies. One advantage of the Reference library is that it gives our catalogers some practical experience in reference work—experience which every cataloger feels the need of. As it may be interesting to some of our readers to know what the smaller communities of our country are asking for, we print below a list of representative topics:

The miracles of Jesus Christ were stronger evidences of His divinity than His teachings; Hawthorne a greater genius than Poe; Dinners in history and fiction; Climate influence as a character formative in Italian and Spanish life; Japanese criminality in United States; Cigarettes; Football promotes the best interests of the high schools; Irishmen; Comparative financial ability of European and American statesmen; "Our country's call;" Visiting nurse as a social force; Civic responsibilities of women's

clubs; Best method of teaching percentage; Execution of Charles I. not justifiable; A turpentine distillery; Freaks in modern literature; Lost arts; Histories of efforts made by other nations to educate their liberated slaves or better their condition; Ireland's heroines; Material for a family reunion—address Christmas; Cotillions; Effect of militarism upon the standards of morality, justice, and peace; Gravitation; Undesirable citizens (western men as per Roosevelt's characterization); Are the large department stores an injury to our country; Life of Mrs. Humphry Ward; Size of the navy; Influence of books; Was Browning a greater genius than Tennyson; Evolution of the solar system; Women in the new country; Mexican needlework; The United States should hasten the completion of a ship canal from the Mississippi river to the Great lakes; Co-operative house-keeping; Relation of superintendent and board of education; Relation of teacher of a rural school to board of education; Bible should not be taught in state schools; The dead languages in the high schools; The insurance investigation; Carnegie medal heroes; Education as related to civic prosperity; Noted French chefs; Religion has conferred more benefits than has science; Statesmen and scientists of Italy; Uffizzi gallery, Florence, Misnamed pictures in; Astronomy in the Old Testament; Popular illustrators for children; Why bachelors should not be taxed.

General Literature Catalog

We have now begun a new decade in the publishing business. The announcement of a new publication from this office is evidence that the present decade will not be one of diminished activity. We purpose to issue a quarterly periodical, which shall supply the need of small libraries for an index to periodicals, and a book catalog. The most important government publications will also be included, and other features of special value to small libraries. As the usefulness of the new publication will depend largely on the wisdom with which the books and magazines to be included are chosen, the selection will be made with great care. The selection of books in the A. L. A. Booklist will of course have great weight in the final choice of the books to be cataloged; and the signed reviews of reputable and discerning critics, which our Book Review Digest provides, will be a guide in judging the literary value of a book, and its probable term of usefulness. Finally the list of books thus determined will be submitted to twenty-five or fifty persons who are well qualified to pass judgment upon it. As a book catalog this will not compete with the A. L. A. Booklist since it will include a much smaller list of books. It is designed to meet the requirements of a very small library both as a purchase list

and a dictionary catalog. The selection of magazines will also be made with great care. This index will be identical with the Readers' Guide except that twenty periodicals will be included, while the number in the Readers' Guide will be increased probably to one hundred. The whole catalog, including magazines, books, and government documents, will be in one alphabet.

In short, the plan is to catalog the best books, documents and periodicals for the small library.

The present plan contemplates a quarterly publication, each number to be fully cumulated so that only one number need be consulted at any time during the year; the last number will constitute the annual. It is also proposed to issue immediately an index to the same twenty magazines for the year 1907. This will make a volume of about 180 pages identical in style with the pages of the Readers' Guide. The price of this volume separately will be \$3.00; the regular subscription price to the quarterly index will be \$3.00. For the present the 1907 index will be supplied without charge to those subscribing for the 1908 quarterly. Subscriptions will be received only for complete volumes ending with the December number.

The books and magazines included in this new publication will be found in our own Cumulative reference library.

Cumulative Book Index

The annual number of the Cumulative Book Index, numbering 761 pages of nonpareil type was mailed early in February. It contains a record of about 13,750 books, including those published in 1907 and those recataloged because of changes in price or in order to add the Library of Congress card number. The entries in this large cumulation have been in no way abbreviated; the changes made in the monthly records have been enlargements, not abbreviations. The Index is the only trade bibliography which gives complete entries in its annual numbers; even the bibliographical notes and those giving the contents of books of various parts being retained.

As to the quality of this large amount of material, the users of it must judge. It is as accurate as care can make it. The first information that reaches us concerning a book, is in a nebulous state. The title usually bears a distant resemblance, if any, to the title which finally appears on the title page. The price is a wandering, erratic body which never finds an orbit or a lodgment in any bibliographical system. This cataloging of books when they are first announced is another feature peculiar to the Index, and one which adds immensely to the cost and labor of compiling it. One of the assistant catalogers of the Index staff to whom the question was put, estimated that one-half the time and labor

LIBRARY WORK

It goes into the making of the Index each month is given to revising and correcting the entries already printed.

This large volume was off the press in January but the sewing, necessary because of its bulk, delayed the mailing a week or ten days. Even so, this is a creditable record as to promptness of service, considering the size of the volume and the fact that two other annuals, aggregating 970 pages, had issued from this office within the six weeks preceding.

Library of Congress Cards

The following statistics from the Report of the Librarian of Congress will be interesting to those who subscribe for the valuable Library of Congress cards.

An increase of \$3,000 was appropriated for the distribution of card indexes, of which not exceeding \$500 is to be available for transportation expenses in connection with the distribution.

The number of cards filed in the various catalogs of the division, exclusive of the general union catalog, for which no record is available, was 774,144.

The sale of cards for the year ending June, 1907, was \$19,222.80, an increase of about 14 per cent. over the sale of the previous year. During the past year there has been, for the first time, a large demand for the publications of the card section for use in classes in library schools. It appears that most of the schools are now including in their courses systematic instruction as to the ordering and use of the Library of Congress cards.

The stock has been increased by the addition of cards covering about 55,000 titles. The total number of titles now covered by the stock is approximately 280,000.

The proportion of orders by card number, as compared with those by author and title, continues to increase, owing to the fact that more ways of ascertaining the Library of Congress card numbers are now available, the full list being as follows: Depository catalogs of Library of Congress cards, Proof sheet depositories, Traveling catalogs, Current issues of proof-sheets, Catalog of copyright entries, "Library of Congress publications" (i. e., the list of its publications), Card numbers printed on the back of the title leaves of Library of Congress publications, United States Catalog Supplement, Cumulative Book Index, Book Review Digest, A. L. A. Booklist, Best Books (Annual list issued by the New York State Library), Catalog of United States Public Documents, Accessions to the Department Library of the United States Department of Agriculture.

Notes

Because of the extra work necessitated by getting out a reprint of the Readers'

Guide to Periodical Literature, 1900-1904, the present issue of Library Work has been unavoidably delayed. Hereafter it will be published regularly every three months.

"What's in the Magazines," an index to periodicals published by the Dial Company, Chicago, has suspended publication. The Library Index has also suspended its monthly and quarterly cumulations owing to the lack of support. The Annual Library Index will be published as usual.

The Newark, New Jersey, public library has issued a list of "One hundred of the best novels" in the form of a bookmark. About sixty of the books in the list are acknowledged classics. The remaining forty include some of the more recent novels. The aim has been to include the fiction most profitable to readers.

Any library which has a printed list of the magazines subscribed for will do us a favor by sending our Guide editor a copy. We are anxious to rank the magazines in the order of preference in libraries and shall be influenced by such statistics in adding to and modifying the list of periodicals indexed in the Readers' Guide.

"If thou wilt receive profit; read with humility, simplicity and faith; and seek not at any time the fame of being learned."
Thomas à Kempis.

Give me that book whose power is such
That I forget the north wind's touch.
Give me that book that brings to me
Forgetfulness of what I be.
Give me that book that takes my life.
In seeming far from all its strife.
Give me that book wherein each page
Destroys my sense of creeping age.
—John Kendrick Bangs.

By-Paths

It was a Harvard student who informed his astonished professor that Shibboleth was the wife of Samson.—Public Libraries.

Mabel:—What is a press-cutting agency, Daddy?

Daddy:—An institution, my dear, that sends one a hundred insults for a guinea.

A recent bookseller's catalog is divided into three departments headed "Famous books," "Readable books," and "Gift books." No titles are duplicated.—Independent.

The office boy had pried the first page by dropping the form down two flights of stairs. "I wish," murmured the gentle editor, "that you had broken the news more gently."

A Berkeley (Cal.) bookseller, anxious to fill an order for a liberal patron, wired to Chicago for a copy of "Seekers After God,"

by Canon Farrar, and to his surprise and dismay received this reply: "No seekers after God in Chicago or New York. Try Philadelphia."

A well-to-do farmer, who had sent his son to Philadelphia to begin life as a clerk, wrote to the stationer in whose employ he was, asking how the boy was getting along and where he slept nights. The stationer replied: "He sleeps in the store in the daytime. I don't know where he sleeps nights."

The Chicago litterateur whose review of a new book consisted wholly of an elaborate "character sketch" of the great Hebrew lawgiver and his rating as a prophet was perhaps troubled about his own rating as a critic when he observed, alas too late, that the book's title was not "Moses" but

"Mosses." But the botanist who wrote it is elate with pride.—Cosmopolitan.

Catalog Culls

"Diseases of the Skin," by Hyde.

"The Night-side of Nature," by Crowe.

"Life in Sing Sing," by Luckey.

"The State and Pensions in Old Age," by Spender.

"Liquor Problems," by Wines.

"Charges," by Rush.

"The City Wilderness," by Woods.

"Bible Languages," by Cust.

"Hints to Travellers," by Freshfield.

"A Tramp through Switzerland," by Leggett.

Bibliographical Publications

The United States Catalog

A record of books in print January 1, 1902. Entries under the author, subject, title and series in one alphabet with particulars of binding, price, date and publisher. Edited by Marlon E. Potter. There are over 100,000 books listed in this catalog under more than 225,000 entries. 2,150 pages, double column nonpareil, 8vo, half morocco. \$15.00 net.

The United States Catalog, Supplement 1902-1905

A record of books published in the United States from January 1, 1902, to December 31, 1905. Entries under author, subject, title and series in one alphabet, with particulars of binding, price, date and publisher. Edited by Marlon E. Potter. This is a cumulation of the monthly Cumulative Book Index, with corrections to date of publication for four years in one alphabet. Gives Library of Congress Card Catalog numbers and contains complete directory of publishers. 2,034 pages, 8vo., half morocco, \$15.00 net.

The Cumulative Book Index

A record of books of the year. Each monthly number from February to August includes, in one alphabet, books of the year to date of issue. Each number from September to December includes all books of the fall season and the January number records in one alphabet, books of the previous year. Books are recorded under author, title, and subject entries, and the author entry is a complete transcript of the title page of the book indexed. Subscription, \$6.00. Annuals for 1906 and 1907, 574 and 761 pages, 8vo., each \$3.50 net. Half morocco, \$4.00 net.

Readers' Guide to Periodical Literature, Vol. 1, 1900-1904

Being a consolidation of the Cumulative Index to a Selected List of Periodicals and the Readers' Guide to Periodical Literature. An author, title and subject index to the leading English and American magazines and reviews. Edited by Anna Lorraine Guthrie, formerly Reference Librarian at the University of Minnesota. One volume. pp. xii-1,630. 8vo., cloth, thumb indexed, \$12.00 net. Half morocco, thumb indexed, \$16.00 net.

Readers' Guide to Periodical Literature. Annuals for 1905, 1906 and 1907

An author, title and subject index to a selected list of magazines including maps, portraits and illustrations, 8vo., pp. 393, 476 and 493, each \$3.50 net. Half morocco, each \$4.00 net.

Readers' Guide to Periodical Literature, Monthly

The issues for March, June, September and December contain in one alphabet a complete index to magazines for the year to date of issue. The seventy-three magazines indexed are especially adapted to reference work and are those usually subscribed for in the small and medium sized libraries. Subscription, including annual cumulation, \$6.00.

Library Work

A bibliography and digest of current library literature. Notes on library progress and items of interest to librarians are also included. Published quarterly. Single numbers 25c. Subscription 50 cents.

The Book Review Digest

Published monthly, with frequent cumulations. Supplies librarians and book dealers with an up-to-date and reliable means of securing an evaluation of books as they are published. Author entry only. Reliable descriptive note is given, followed by reference to all reviews appearing in forty-five of the leading periodicals together with extracts which reflect the opinion of reviewers and give the readers the gist of criticism and descriptions. The general trend of the review, whether favorable or unfavorable and to what degree is indicated by the sign + (plus) and - (minus). Subscription, \$5.00. Annuals for 1905, 1906 and 1907, 395, 389 and 491 pages, 8vo., each, \$3.50 net. Half morocco, \$4.00 net.

The H. W. Wilson Company, Minneapolis

Bibliography and Digest of Current Library Literature

July to December, 1908

Access to shelves.

American and British open access. Lib. World. 10: 46-7. Ag. '07.

Advertising the library. See Library advertising.

Administration.

Report of committee on library administration, 1907. E. R. Eastman. A. L. A. Bull. 1: 159-62. Jl. '07.

American library association publishing board.

Report, 1907. A. L. A. Bull. 1: 53-9. Jl. '07.

Architecture. See Buildings.

Art department.

Use of art books. K. Patten. A. L. A. Bull. 1: 179-83. Jl. '07.

The art book-room serves the student in studying the history and technique of art. To protect the book while tracings are made, transparent gelatine plates are placed between the book and tracing paper; the bottle of ink is placed in a much larger vessel, while the student is allowed plenty of table room. Students are asked to remove gloves and are provided with a lavatory. "A very useful adjunct to the main catalog is the picture catalog, wherein are indexed briefly the most important pictures in the art periodicals, the great galleries and such other collections as are of a miscellaneous character." A series of exhibits helps attract new users of art books. Architecture and decorative design for industrial art are two lines in which an art library should be of special use in a community and along which its development should be pushed.

Assistants. See Librarians and assistants.

Bibliography.

Bibliographical aids to the use of the current literature of science. C. J. Barr. A. L. A. Bull. 1: 129-32. Jl. '07.

Bibliographical notes on historical composition. W. E. Foster. A. L. A. Bull. 1: 187-90. Jl. '07.

Bibliography in Canada. L. J. Burpee. Pub. Lib. 12: 401-5. D. '07.

Practical bibliographies. A. Keogh. A. L. A. Bull. 1: 35-9. Jl. '07.

The function of practical bibliography is to facilitate research and define the boundaries of knowledge. Bibliographies are limited in scope "by territory, by period, and by subject." Trade lists are regional bibliographies which record the books published within a given territory. They usually have also certain chronological limits. It is in subject matter that bibliographies vary most. Another difference is in their internal arrangement. A third great difference is in their completeness, accuracy and value. "It is, largely because the historians of earlier days did not employ all the documents,

Bibliography. Practical bibliographies—*Cont.* but only those on which they could lay their hands, that their works are without scholarly value. . . . A complete and accurate list of titles is . . . only the indispensable beginning of a bibliography. The user is still compelled to consult and analyze each work in order to discover the parts of value to him. . . . Those bibliographies are of the most use that give after each title a note explaining the scope, method, or conclusions of the work. . . . Critical annotations should tell the author's qualifications for his task; his attitude toward his subject; his defects, errors and limitations, with references to the necessary supplementary reading; and the particular purpose, and class of readers, to which a book is best suited. . . . From this conception of bibliography, it follows that most of the lists now in use are not bibliographies at all, but only attempts toward bibliographies; and further, that librarians in general are not competent to make bibliographies. To personally examine all the books in the field, to make a list which shall omit books once of repute but now obsolete, and shall include old-fashioned books that are still valuable for erudition or criticism; to know how far a book is original and how far an echo; to avoid hasty critical judgments, especially in current literature; to make judicious quotations; to suggest proper methods of use and the best order in which books should be read; to make a list which a scholar may be glad to consult and a beginner will find indispensable; these are tasks from which any of us might shrink. . . . A library should build up its bibliographical collection as fully as possible, and see that readers use it constantly. It is a great mistake to place the bibliographies in the librarian's room, the catalog room or other out of the way place." Bibliographies are indispensable in selecting books, in compiling reading lists, and in indicating a field of knowledge yet untitled.

Preparation of bibliographic data for the American political science association: report. C. McCarthy. A. L. A. Bull. 1: 214-6. Jl. '07.

Thomas Greenwood library for librarians at Manchester. W: E. A. Axon. Lib. Assn. Rec. 9: 302-6. Je. '07.

Use of natural history books. E: J. Nolan. A. L. A. Bull. 1: 123-8. Jl. '07.

An attempt "to indicate to those not familiar with the specialties of the naturalist a few of the bibliographical aids to which he may have recourse in the conscientious performance of his work."

Binding and repairing.

See also Leather; Marking books.

Book-binding as a school craft. G. Stiles. El. School T. 8: 29-35. S. '07.

Bookbinding: orders and checking. H: T. Coutts. Lib. World. 10: 113-8. S. '07.

Home binderies. H: T. Coutts. Lib. World. 10: 150-4. O. '07.

Binding and repairing. Home binderies—Continued.

Only the larger libraries can afford to install complete binding plants but there are few libraries which are not justified in maintaining a repair department. A list of tools and appliances and materials needed for such a repairing department is given.

Learning bookbinding as a recreation.

Spectator. Outlook. 87: 565-7. N. 16, '07.

Practical book-binding. M. L. King. il.

Int. Studio. 32: sup. 120-34; 33: sup.

21-34, 63-70, 116-20, 153-8. O. '07-F. '08.

Tools and apparatus, materials, leathers and methods of doing work are all explained in detail. Illustrations make the processes easily understood. It is indeed a practical treatise.

Report of the committee on bookbinding.

1907. A. L. Bailey. A. L. A. Bull.

1: 110-6. Jl. '07.

Blind.

Library work amongst the blind. J.

Thomson. A. L. A. Bull. 1: 46-7. Jl. '07.

"What I desire to advocate is that a well-planned scheme of cooperative work by the public libraries in each and every state in the union be put into operation. . . . The first thing is to collect sufficient funds to purchase a large number of embossed books and in this way to provide reading and music of a widely varied character for the blind of each state." Then a complete list of the blind within its territorial scope should be obtained by each library. These lists can be readily obtained by making application to the mayor of each town. "After their names and addresses are so obtained, a circular to the blind would readily notify them of the library, and experience has shown that the blind and their relations are more than ready to ask for the benefit of books."

Library work with the blind. N. D. C.

Hodges. A. L. A. Bull. 1: 39-64. Jl. '07.

The report shows what is done for the blind in various cities of the United States.

Book buying.

Report of the committee on book-buying.

1907. A. L. A. Bull. 1: 59-62. Jl. '07.

Book collecting.

One hundred book collectors, arranged in

the chronological order of their de-

cease. G. A. Stephen. Lib. World. 10:

194-200, 225-36. N.-D. '07.

Book lists.

Paragraphs and library book-lists. J. C.

Dana. Printing Art. 10: 26-31. S. '07.

"That book-list is best which follows most closely the style of plain reading matter; uses a clear type of a size proper to the size of the page, length of line, and character of paper adopted; prints things in the way in which the average reader expects to find them; uses white spaces to show breaks instead of bold-face type, and clings always to simplicity and legibility."

Book selection.

See also Children's reading.

Discarding books. J. D. Young. Lib.

World. 10: 108-12. S. '07.

Libraries accumulate books so rapidly that it is almost imperative to discard the books that have outlived their usefulness. In doing this it is well to consider how this may be accomplished in each section of the library. Philosophy. As a rule this class is small. "Out-of-date text-books, especially in psychology and ethics, should be the first to go. Old treatises

Book selection. Discarding books—Cont.

on the different philosophical systems and unimportant works on logic—there are not many of the latter, however—may also be disposed of." Religion. Collections of sermons may well be discarded unless they are of local interest. "Obsolete exegetical works and books dealing with forgotten controversies should follow the sermons. Sectarian literature is hardly worth house-room. Old treatises on the non-Christian religions, written for the most part before those religions were properly studied or understood may be safely discarded." Sociology. As this is a comparatively new subject great care should be exercised in discarding. Philology. A small section and wants but slight revision. Old dictionaries may be thrown out if better ones have taken their place. Natural science. "Scientific works are so soon out of date that it is as well to withdraw the ordinary type of text-books as soon as they have been adequately superseded. But it should first be ascertained if they have been adequately superseded. . . . Books of the 'popular science' type may be weeded freely, but it would be as well if they were bought sparingly." Useful arts. This literature is more quickly out of date than even strictly scientific literature. Fine arts. Discard very sparingly. Literature. Great care must be exercised here. As a rule keep only one good translation of a foreign author. Works of dead and forgotten poets and dramatists may be thrown out. Fiction usually wears out. Biography. Withdraw lives of nonentities. Geography and description. Greater care should be exercised here than anywhere else. The seventy-five per cent of the books are valueless the difficulty is to find the twenty-five per cent. History. Ordinary text-books may be thrown out if superseded by modern ones. General works. Keep all works of a bibliographical nature.

First 100 books for the children's library.

C. W. Hunt. N. Y. Lib. 1: 9-10. O. '07.

First \$100 for reference books. J. I. Wyer,

jr. N. Y. Lib. 1: 8-9. O. '07.

German principles for selection of chil-

dren's books. A. M. Jordan. Pub. Lib.

13: 1-3. Ja. '08.

The teacher in Germany leads in overseeing children's reading. The library is an agency to look after children beyond school age. "Children's books are to be considered always and under all conditions as a means of education; that is, education in the sense of conscious influence. They may be expected either to instruct or to uplift or to delight by artistic presentation. Reading as a source of amusement is regarded as unnatural to children, inasmuch as childhood's normal recreation is to be found in activity. . . . Only men of science should attempt to offer scientific teaching, and this must not be done in the guise of a story. . . . The moralizing story is objectionable. There must be no effort at instruction in the work of art."

Principles of book selection. C. Bacon.

N. Y. Lib. 1: 3-6. O. '07.

"Study your community with care and try to provide something for all who use or who may be induced to use the library. . . . Do not think . . . you must buy every book for which the taxpayers ask. . . . Do not refuse to buy a book because one or more people object to it. . . . Know books. . . . Take advice from specialists in various lines, but do not always follow it. . . . Get what your readers need and want, or can be made to want. . . . Do not buy an author's complete works if some of his books are worth your while to own and others are not. . . . Buy largely for the children. . . . Buy a few standard books in good editions. . . . Buy technical books if your community needs them and you can afford it. . . . If you have many foreigners in your town, buy some books for them in their own languages. . . .

Book selection. Principles of book selection—*Continued.*

Buy, or, better, beg all books or pamphlets relating to your town or written by townspeople. . . . Sometimes buy a book wanted by a single reader. . . . Do not duplicate valuable books in other libraries in your town, if these are easily accessible to the public in general. . . . Do not buy many reference books if your library is not open hours enough for these books to be used in consultation at the library. . . . Do not look down upon fiction."

Selection of books for children. G. Thompson. Lib. J. 32: 427-31. O. '07.

Use of children's books. A. M. Jordan. A. L. A. Bull. 1: 175-9. Jl. '07.

Books.

Physical side of books. J. C. Dana. Lib. J. 32: 351-7. Ag. '07.

Librarians should become familiar with binding, paper, type, illustrations and everything that enters into the makeup of a book. Mr. Dana describes sixteen things that enter into this makeup and tells how to make collections of these things.

What fifteenth century books are about. R. Steele. Library, n.s. 8: 225-38. Jl. '07.

Branch libraries.

Branch libraries. H. G. Sureties. Lib. Asst. 5: 285-8. Je. '07.

Delivery stations do excellent work in scattered and isolated urban districts but they never take the place of branch libraries. Though they are cheaper they are inferior. One central library does not accommodate the students who live at some distance from the middle of town.

Buildings.

Brooklyn Central library plans. Lib. J. 32: 443-5. O. '07.

Brooklyn plaza and the projected Brooklyn Central library. H. W. Frohne. il. Arch. Rec. 23: 97-110. F. '08.

Designing of a college library. N. S. Patton. A. L. A. Bull. 1: 270-4. Jl. '07.

Notes on this article are given under the heading College libraries.

Lessons as to construction from the San Francisco fire. G. T. Clark. Lib. J. 32: 258-9. Je.; Same. Pub. Lib. 12: 255-7. Jl.; Same. A. L. A. Bull. 1: 121-3. Jl. '07.

Portfolio of Carnegie libraries; being a separate issue of the illustrations from a Book of Carnegie libraries. T. W. Koch. Q. viii, 120p. il. front. *\$2.50. '07. Wahr.

The portfolio contains 120 plates which are eventually to be incorporated in a Book of Carnegie libraries. The plates are confined to American libraries and include plans, and exterior and interior views. Very valuable for suggestions to those contemplating building.

Report of the committee on architecture. 1907. C. R. Dudley. A. L. A. Bull. 1: 119-21. Jl. '07.

Carnegie libraries.

Public libraries and Andrew Carnegie. R. Johnson. Lib. J. 32: 440-1. O. '07.

Cataloging.

See also Classification; Subject headings.

Cataloging of prints. F. Weitenkamp. Lib. J. 32: 408-9. S. '07.

Report of the catalog rules committee, 1907. J. C. M. Hanson. A. L. A. Bull. 1: 47-52. Jl. '07.

The report gives the points of difference between the A. L. A. catalog rules committee and the British committee.

Catalogs.

See also Library of congress catalog cards.

Is the printed catalogue doomed? W. J. Willcock. Lib. Assn. Rec. 9: 384-9. Jl.; Discussion. Lib. Assn. Rec. 9: 401-5. Jl. '07.

In "small reference libraries a card catalog is all that is necessary. . . . In a small lending library of about 10,000 volumes a good card catalog for non-fiction, a printed class-list of fiction, and a yearly or half-yearly bulletin of additions should meet every requirement. In the larger lending libraries good annotated class-lists, a card catalog of those additions made after the publication of the respective class-lists, and a periodical bulletin may be considered sufficient."

Sheaf catalog. J. D. Stewart. Lib. World. 10: 41-4, 85-8, 123-8, 204-6. Ag.-O., D. '07.

"The sheaf catalog consists of loose leaves, bound by mechanical means into a sheaf or volume, or a series of volumes." The binding being mechanical allows the leaves to be rearranged or new ones to be inserted. Thus the catalog "comprises all the advantages of absolute adjustability with the additional advantage of being in the book form familiar to the general reader." The sheaf volumes are portable and handy to use in any position. It is a compact form of catalog requiring between twelve and fourteen times less space than a card catalog. The modern form consists of a "strong, rigid wooden back and hinged boards and is fitted with one screw rod only." It is a mistake to use too thick paper for leaves. The advantage of durability is with the thinner paper. Do not use too large size paper. 7¼ by 4 inches is most convenient. Printing is too expensive for the average library and type writer inks are not durable, so handwriting had better be used on the slips. In a classified library an author and title catalog will be found most useful because subjects are made easily accessible by the classification. In an unclassified library however a dictionary catalog is absolutely necessary, viz. a catalog giving author, title and subject entries. Three courses may be followed in spacing out a sheaf catalog. (a) One slip to each title, (b) filling every slip as full as possible at the beginning, (c) allowing a slip to each author. The first is the ideal way as it allows indefinite intercalation of new matter, but it is bulky. The second does not allow adjustability. The third is the happy medium and allows an enormous amount of insertion with little rewriting.

Charging systems.

Card charging and appliances. Lib. World. 10: 26-30, 188-94. Jl. N. '07.

Samples of borrowers' cards, book cards and loose pockets are shown, and methods are explained.

Ledger charging. G. F. Staley. Lib. World. 10: 35-7. Jl. '07.

Children's department.

See also Story telling.

Advertising the children's room. L. M. Sikes. Lib. Occurrent, No. 10: 1-2. D. '07.

Children's department—Continued.

Children's library and the home. M. J. Moses. Outlook. 87: 177-85. S. 28, '07.

"In order to reach any basis of personal influence, the library should have the co-operation of the home." The library can hardly exercise any direct supervision of a child's selection from its shelves, but it can gather together the "very best books for circulation, from which the choice of the boy or girl is to be made."

Children's rooms. P. E. Farrow. Lib. World. 10: 103-6. S. '07.

First 100 books for the children's library. C. W. Hunt. N. Y. Lib. 1: 9-10. O. '07.

Our juvenile readers. N. O'Brien. Lib. Assn. Rec. 9: 506-9. S. '07.

A brief statement of the work done in the United States, and of what the St. George's, Bristol, library does.

Children's reading.

Children's books and reading. M. J. Moses. D. 8p., 272p. *\$1.50. '07. Kennerley.

A practical, workable guide to children's books and reading prepared after consultation with leading librarians. There are chapters covering the history of children's books from early times to the present day and others dealing with the general purpose of the books besides a sixty-seven page appendix of book-lists carefully arranged and classified.

Children's librarian versus Huckleberry Finn: a brief for the defence. E. L. Pearson. Lib. J. 32: 312-4. Jl. '07.

Cultural value of books for children. I. Lawrence. Minn. Pub. Lib. Com. Notes. 2: 77-80. N. '07.

"Love of rhythm for instance, is a fundamental instinct of the little child's soul. . . . The following collections should be in the child's library; Stevenson's Child's garden; Scollard's Boy's book of rhymes; Eugene Field's Lullaby land; Frank Dempster Sherman's Little folks lyrics. . . . Stories of animals answer to a strong instinct of the boy or girl. . . . When children arrive at the age of ten or eleven hero worship develops. . . . Adventure of the right kind chronicled by a master hand is healthy and attractive."

Methods to be used by libraries working with schools to encourage the use of real literature. M. D. McCurdy. A. L. A. Bull. 1: 289-93. Jl. '07.

Reading of the child. A. A. Lamb. Minn. Pub. Lib. Com. Notes. 2: 62-4. N. '07.

"What should everywhere be aimed at in the reading of the child, is an increased knowledge of the highest essentials of life; a gain in thinking power and nobleness of thought; a development of the power of feeling and sincerity of emotional experience; and finally in what should result from this,—in preparedness for worthy action."

Reading of the young person. N. A. Olson. Minn. Pub. Lib. Com. Notes. 2: 57-62. N. '07.

Relation of the parent and librarian to children's reading. R. G. Gatch. Ia. Lib. Q. 5: 175-7. Jl. '07.

Selection of books for children. G. Thompson. Lib. J. 32: 427-31. O. '07.

"There are books which are thieves in that they take away something which really belongs to childhood—happiness, lightheartedness, care-

Children's reading. Selection of books for children—Continued.

lessness. But there are many more books which steal the child's time and leave nothing in return. These are the books in series mostly, which tell about every spring or summer or autumn or winter that Betty or Patty or the Little Colonel ever spent. . . . Contact with good books is a very large part of education and indispensable to culture. The children's room is the place where this education by contact with the great minds and brave hearts of the past and present, is ready for the boys and girls." Fortunately there are many more good books than poor ones, then why give the second best to children? Duplicate the best and standard fiction so that when they call for them they will not be disappointed. "Mythology and folklore, fables and fairy tales, poetry and romance, travel and adventure, are not all these the birth-right of children?" Children like poetry, give them not only the best collections but the best poets complete. "Chivalry and romance par-excellence should be the daily fare of the twentieth century child. Such books only will raise him free from the materialism and mechanism of the age and of the literature of the age."

Use of children's books. A. M. Jordan. A. L. A. Bull. 1: 175-9. Jl. '07.

"Picture-books have a two-fold use; to help a child receive true and worthy ideas and to give primary training in the beauty of color and line. . . . Fairy tales we require in answer to the need of a world of dreams, the fair creation of the imagination, a need as old as human nature itself. Fairy tales have, too, an educational importance in widening the sympathy of children, in helping them realize unfamiliar situations and put themselves in the place of others. . . . The opportunity of sharing the essential spirit of great books must be given by means of the best translations. Selection of masterpieces prepared for youth however, must be conducted with infinite care. . . . A typical children's library possesses not only imaginative writings, but has room also for books which concern themselves with instruction. Nature books, including animal stories serve to add new interests rather than to give scientific information. . . . Hero tales display ideals and stimulate love of country and of noble character. . . . From travels, from books on useful arts, from biography, come also stimulating and broadening influences to be of help in character-building. . . . Three other qualities seem to us of moment in the choice of children's books, if they are to serve the best purpose, interest, imagination and a degree of literary power. . . . Beyond these principles a certain degree of independence of choice must be maintained by those who would fit books to the needs of a given constituency."

What you can get out of a Henty book. C. M. Hewins. N. Y. Lib. 1: 6-8. O. '07.

Classification.

Canons of classification applied to the subject classification. W. C. B. Sayers. Lib. Assn. Rec. 425-42. Ag.; Same cond. Lib. J. 32: 442. O.; Discussion. Lib. Assn. Rec. 9: 468-75. Ag. '07.

A criticism of James Duff Brown's Subject classification.

Dewey expanded. H: V. Hopwood. Lib. Assn. Rec. 9: 307-22. Je.; Same. Lib. J. 32: 362-7. Ag.; Discussion. Lib. Assn. Rec. 9: 340-5. Je. '07.

An explanation of the "Classification bibliographique" of the Institut International de Bibliographie. The paper shows "that the difference which exists between the two classifications is not a difference of bulk alone; it

Classification. Dewey expanded—Cont.

does not even rest on the revision which the original has undergone; it is fundamental; and the changes introduced are not, in the main, those of detail and definition, but rather those of form based on a system affecting the classification throughout. To those who mark their libraries by Dewey a knowledge of the Brussels scheme seems to be indispensable."

Form and alphabetic book classification.

E. A. Savage. Lib. Assn. Rec. 9: 375-83. Jl. '07.

The author tries to "prove that form and alphabetic classification, as compared with subject classification, is speciously convenient." For example literary form separates widely history and description. But the connection between the two is close. "History, as written nowadays, is the description of a country's state in the past; Green thought of history as the past life of the people. . . . The two headings, 'England: History', and 'England: Description', now cover the description of England, its people and its institutions (1) in the past, and (2) in the present; and as the difference between the two phases is merely a difference of time, it seems to me clear that the wide separation of the two divisions is a mistake. . . . Africa is a good example. For thirty years past we have been collecting the works of African explorers, and putting them in our class Description or Geography and travels. Recently we have had a history of Africa, and in accordance with our custom we have put it in class History; yet on examination, what is the book but a summary of the achievements of the explorers whose works are to be found in Geography and travels?" The inconvenience of the separation of history and description "will be realised when time has made the descriptive works of most value to the historical student." Again biographical works are kept together. Lives of admirals are widely separated from English naval history. But the natural and convenient place for a life of Nelson is with the history of the navy. Gladstone's life should surely be put with a history of his time. Further in arranging literature according to form, viz., as drama, fiction, essays, oratory, letters, etc., the works of men like Shakespeare, Scott and Goldsmith cannot be kept together. "The number of people studying poetry as a form is extremely small, but the number of people studying literature by period is very large, simply because this method of reading is required by universities. Consequently our aim to encourage systematic reading seems to require us to arrange the literature of each language in simple chronological order of authors. Instead of classing by language, then form, and finally by period, is it not more reasonable and convenient to class by language, then period, and by form not at all? . . . Just as form classification is superseding rational classification, so is alphabetic disorder superseding rational order. Biographical works are now commonly arranged in alphabetic order, the principal reason for so doing being the supposed impossibility of classifying them satisfactorily."

Law classification under the author arrangement. W. J. C. Bery. A. L. A. Bull. 1: 257-8. Jl. '07.

Subject classification of text-books in law libraries. G. E. Wire. A. L. A. Bull. 1: 258-60. Jl. '07.

For a digest of this article see under the heading Law libraries.

Unfrequented paths in classification. M. G. North. Lib. World. 9: 437-40. Je. '07.

The author suggests in a humorous way a strict classification according to subject of all books and magazines, even if to do this the books and periodicals have to be cut up.

College libraries.

Berea college and its library. E. K. Corwin. Lib. J. 32: 499-500. N. '07.

College and university libraries in the southwest. P. L. Windsor. A. L. A. Bull. 1: 277-8. Jl. '07.

College libraries in the mid-nineteenth century. W. N. C. Carlton. Lib. J. 32: 479-86. N. '07.

College study at Columbia. C. A. Nelson. Lib. J. 32: 495. N. '07.

Designing of a college library. N. S. Patton. A. L. A. Bull. 1: 270-4. Jl. '07.

"The first work must be done by the librarian and should consist in reducing to writing a description of the purpose and scope of the college library." Consultation with the president in regard to the future of the institution and with the professors in the departments that use the library, visits to other colleges, and consultations with other librarians should follow. When there is no librarian, the president should study the needs of the new building.

Function of the library in education. W. H. Kerr. Educa. Outlook. 4: 307-11. My. '07.

"The library is not only the supplement of the departments of instruction, not only one of the departments, but it is the department of departments. . . . It is very easy to see the necessity of new dynamos, additional microscopes, improved chemical desks for the laboratories. Then why is it almost a crime to have duplicates in our libraries? Why does not the department of books, which is both servant and master of all, receive twice or thrice that which is granted so unhesitatingly for scientific work?"

Indeterminate functions of a college library. J. F. Daniels. Lib. J. 32: 487-92. N. '07.

Made-over library at the University of Michigan. Pub. Lib. 13: 8-9. Ja. '08.

Possibilities of a public library. H. Lindley. Earlham Coll. Bull. 5: 21-8. N. '07.

Report on college and university library statistics. A. L. A. Bull. 1: 261-6. Jl. '07.

Statements from college librarians, who, while not having Sunday opening, favor it. A. L. A. Bull. 1: 266-7. Jl. '07.

University libraries of Virginia, the Carolinas and Georgia. L. R. Wilson. A. L. A. Bull. 1: 266-70. Jl. '07.

Copyright.

Book trust and the copyright bill. W. P. Cutter. Ind. 63: 1239-41. N. 21, '07.

Publisher's defense. G. H. Putnam. Ind. 63: 1242-7. N. 21, '07.

Delivery stations.

Branch libraries. H. G. Sureties. Lib. Asst. 5: 285-8. Je. '07.

A plea for branch libraries instead of delivery stations.

Delivery stations. W. C. B. Sayers. Lib. Asst. 5: 288-90. Je. '07.

Delivery stations are more economical than branch libraries and if the books are delivered by automobiles rapid and regular service is given to patrons. A branch costs £800—£1000 per annum. A delivery station costs £40—£60 per annum.

Dewey classification. See **Classification.**
Discarding books. See **Book selection.**
Duty on books. See **Tariff.**

Examinations.

Examination in literary history; hints to candidates. E. A. Baker. Lib. Assn. Rec. 9: 390-4, 443-51. Jl.-Ag. '07.

Fiction.

Successful experiment in directing the reading of fiction. F. L. Rathbone. Lib. J. 32: 406-7. S. '07.

In every library there are many copies of well-known novels for which there is no current demand. The Buffalo public library made these useful in the following way. Graded lists of popular novels were prepared. "The first list was chosen to place in the books of still less literary value than books mentioned on the list. A list was placed in every copy of every book by Mrs. Holmes, Mrs. Wilson, Florence Warden, etc., the 'borderland fiction' that most libraries have contained and that many libraries are not replacing. The second list included many titles that when new every library was forced to duplicate freely. This list was placed in all copies of all books by the authors mentioned on the first list, and in many others of about the same quality. Each list was always better than the book in which it was placed." The result was surprising. Such a demand was created for books on the lists that more copies had to be purchased. "The reason seemed to be that a new public had been introduced to the books. We had tried to see that no novel was listed which, if chosen first, would lead the borrower to abandon the list as uninteresting. We had tried to see also that the holding quality of every story from the start was paramount to its literary quality, that all were refreshing love-stories and had attractive titles, and that but one story by an author was given. . . . We headed each list 'Popular novels' and printed them on varied tints of paper."

Uses of fiction. A. E. Bostwick. A. L. A. Bull. 1: 183-7. Jl. '07.

"With those who are intellectually young, whether young in years or not, the narrative form of expression is all in all. . . . Not only all the fiction, adult and juvenile, but all the history, biography and travel, a large proportion of literature and periodicals, some of the sciences, including all reports of original research, and a lesser proportion of the arts, philosophy and religion, are in this form. . . . In the library we may and do see that harmful literature is excluded but we cannot be expected to see that books which are not in themselves injurious are not sometimes used to excess."

Files, Vertical. See **Vertical files.**

Finance.

Estimate of annual expenditure for an established library, with an income of £220. O. C. Hudson. Lib. World. 10: 134-6. O. '07.

Foreign languages, Books in.

King Oscar's traveling library. Minn. Pub. Lib. Com. Notes. 2: 101-2. Ja. '08.

A description of the collection of books in the Swedish language sent to the United States by King Oscar.

Foreign languages, Books in—Continued.

Patriotism and the public library. Dial. 44: 64-5. F. 1, '08.

The question is raised: Is it wise for libraries to provide books in their own language for immigrants? The article answers in the affirmative.

Furniture and fittings.

Economical furniture and fittings. A. L. Peck. N. Y. Lib. 1: 41-2. Ja. '08.

Suggestions on book stacks, delivery desks, charging trays, chairs and tables, etc.

Gifts and bequests.

Report on gifts and bequests to American libraries, 1906. A. L. A. Bull. 1: 306-10. Jl. '07.

Government publications. See **Public documents.**

History.

See also **Local collections.**

Bibliographical notes on historical composition. W. E. Foster. A. L. A. Bull. 1: 187-90. Jl. '07.

History of libraries. See **Library history.**

Holidays.

Library and the holiday. J. S. Harron. N. Y. Lib. 1: 40-1. Ja. '08.

"The wise librarian will use her leisure (!) throughout the year in making a holiday index. . . . This index, once started, may be kept up to date with little trouble by noting the contents of the current magazines as they come in."

Indexes.

Available published indices of legal periodical literature. A. L. A. Bull. 1: 252-4. Jl. '07.

Bibliographical aids to the use of the current literature of science. C. J. Barr. A. L. A. Bull. 1: 129-32. Jl. '07.

Index of economic material in documents of the states of the United States. Maine. A. R. Hasse. Q. 95p. pa. 50c. '07. Carnegie inst.

A review of the method of indexing is given.

Indexing.

Engineering periodicals and the card index. H. W. Hibbard. Technical Lit. 1: 61-4. F. '07.

A lecture to engineering students telling them how to make a card catalog for their own use.

Indexing of technical information. Technical Lit. 1: 65-6. F. '07.

Indexing: principles, rules and examples. N. Y. State lib. O. 75p. 15c. '05. N. Y. State education dept., Albany.

Mechanical engineering index. Technical Lit. 1: 78. F. '07.

Labels.

Book labelling. O. E. Clarke. *Lib. World*. 10: 67-9. Ag. '07.

"The position of the pocket is best determined by a templet or paste-stencil formed of a square or rectangular piece of zinc, with a portion cut out corresponding exactly with the part of the pocket which has to be pasted. Experience has shown that the best portion for the pocket is at the top right-hand corner of the front board, and the templet is therefore placed on the book in such a position that the upper edge of the templet lies along the upper edge of the end-paper, and the right-hand edge coincides with the inner edge of the front board. A small brush charged with paste is then pressed down the portion cut out, the templet is removed, and the pocket or corner piece is placed with its two straight edges on the lines of paste. The rules-label should be placed just below the corner pocket with the aid of the pasting-block, which is a square piece of oak cut to the size of the labels, which are placed upon this block face downwards and pasted. Only enough paste should be taken on the brush to make it slide well, and care should be taken that the whole surface, and especially the corners are covered, and all lumps which may appear removed. Date labels should be placed one by one on the fly-leaves of the various books, and the dueter should be firmly pressed down the inner edges to secure them. . . . The quickest method of labelling is to set two assistants to label a batch of books, one to paste the labels and the other to affix them."

Law.

Available published indices of legal periodical literature. A. L. A. Bull. 1: 252-4. Jl. '07.

Law libraries.

Law classification under the author arrangement. W. J. C. Berry. A. L. A. Bull. 1: 257-8. Jl. '07.

The most convenient method of shelving books in a law library is that of arranging them alphabetically by authors and not by subjects, using the original author's names and then an alphabetical order for editors' editions of that author. "The arrangement of the American reports on the shelves should be alphabetically by states. If the library is used by students, such as a law school library, the reports of each state should be arranged alphabetically by the reporters' names. If, however, the library is used mainly by lawyers, then the reports of each state should be arranged chronologically. In each instance the reports of a state should be followed by the digests of said reports, the last revision or compilation of statutes, and all session laws subsequent to that revision; also by all codes and works of a purely local nature relating to that state where no author's name appears on the book. . . . The reports of the federal courts should precede the state reports, the supreme court to be arranged chronologically and the various circuit, district and other reports to be thrown together and arranged alphabetically by the reporters' names. The federal digests, statutes, etc. should follow in order after said reports. All American digests of a general nature, such for instance, as the Century digest, and all encyclopedias of law should be placed after the federal books. All British and other foreign reports should be arranged on the shelves alphabetically by the reporters' names, to be followed by their respective digests, statutes, etc." The main index should be by author. There should also be a very full subject index of titles. The statute law should be arranged in tabular form.

Report of the committee on exchange of legal publications, 1907. A. L. A. Bull. 1: 251-2. Jl. '07.

Law libraries—Continued.

Special functions of a law library. F. B. Gilbert. A. L. A. Bull. 1: 92-6. Jl. '07.

"Law libraries readily group themselves into five classes: (1) The state law library; (2) the court law library; (3) the association law library; (4) the law school library; (5) the law library maintained by private enterprise with privileges leased to lawyers at a fixed rental. Each class has its own purpose to serve, its own special objects to attain; but the character of the books collected does not materially differ. All of them have to do with the law, and the law, in its literature, at least, is fixed and determinable." This literature may be divided into statute law and court made or case law. The nucleus of every American law library is the reports of cases decided in federal and state courts of the United States. At present there are 9309 volumes of these reports. "A complete collection of English, Irish and Scotch law reports comprises about 3400 volumes, more than half of which were in existence in 1866. . . . A practically complete collection of Canadian law reports consists of about 800 volumes. This collection is desirable for law libraries in the states because of the similar conditions existing in the Canadian provinces. About 1,000 volumes of the law reports of the other British colonies have been published." All this makes it certain that "publicly supported and association law libraries will become more important adjuncts in the lawyer's professional life; and those in charge of them will become more essential elements in the administration of the law. The day of the law librarian as a mere keeper of law books is now past. . . . He must be a capable guide to the user of his library; a well trained expert in the learned science of how to find the law. The lawyer of to-day is a case lawyer. . . . He may well think there is a case with facts like his, which, if found, will be conclusive upon the tribunal which he seeks to convince. He starts on his hunt, and the law librarian must aid him in his search. . . . Statutes, reports, digests, text books and encyclopedias are the books which comprise the law library; how best to make them available and to promote such a use of them that the purposes for which they were created may be attained is properly the law librarian's object in official life. The law library is almost in every sense a reference library. The use demands that the books be placed in open shelves, so that they may be accessible to all. Scientific classification, decimal or otherwise, is peculiarly inappropriate, because unnecessary and confusing. Law reports are published serially, each volume with a number; they are arranged on the shelves alphabetically, according to the state or country in which the courts are situated. Every text-book professes on its label to be somebody's treatise on some important subject, thus inviting classification and citation by the name of the author, rather than the subject."

Subject classification of text-books in law libraries. G. E. Wire. A. L. A. Bull. 1: 258-60. Jl. '07.

Subject classification has these advantages: it brings and keeps together all works on one subject; it keeps together and in order the various editions of one author; it answers almost mechanically 95 per cent. of the text-book inquiries in an ordinary law library; it does away with the false idea that no one but the librarian can know anything about the library. It puts law in line with all other modern library progress.

Leather.

Art of leather making. F. N. Moore. *Lib. J.* 32: 367-70. Ag. '07.

The writer describes three kinds of leather used for bookbinding, viz., sheep, cow and goat, and tells how the skins are prepared.

Legislative reference department.

See also Municipal reference work.

Legislative reference department—Cont.

Legislative reference work without an appropriation. J. Brigham. A. L. A. Bull. 1: 200-12. Jl. '07.

"The legislative reference section of the New York state library brings to legislators and legislative committees all available information bearing upon proposed legislation, but does not undertake to act for the legislator or the legislative committee, either in passing on the relative value of the information given or in the drafting of bills for legislative action. The legislative reference department of Wisconsin's library commission does not stop here. It not only collects, collates and supplies all needed information, but it also passes on the relative value of the same. It also supplies legislators and legislative committees with briefs and arguments, and on request, drafts bills. The legislator has only to press the button: the reference librarian and his assistants do the rest." In Indiana "the department tried to serve as legislative secretary for every member who desired its services. . . . Nebraska makes no direct provision for legislative reference work, but in the general appropriation bill passed last winter that work is recognized as a branch of the State historical society. . . . Maryland's legislative reference law is unique in that it generously permits the city of Baltimore to provide at its own expense a legislative reference department for the benefit of the capital city and the state. . . . In the Maryland law, I see no trace of an attempt to put upon the department responsibility for legislative functions." In Rhode Island an appropriation of \$1,800 annually is provided by the legislature and the department is limited to reference work pure and simple. South Dakota has a division of legislative reference in the state library but no direct appropriation for it. Iowa has an extra assistant in its state library for such work, the other expenses being borne by the library. Several other states have such bureaus provided for by legislative act or appropriation.

Lettering of books. See Marking books.**Librarians and assistants.**

See also Library training; Time schedules.

How the library helps the librarian. E. A. Woods. Pub. Lib. 12: 297-8. O. '07.

"What we receive depends largely on what we give of time, labor, sympathy and self, but be it ever so little it is returned unto us full measure, pressed down and running over, for is there any calling where more appreciation is shown, by the majority, for effort made in their behalf? . . . One of the greatest benefits is in the breadth of vision which we acquire and which is such a saving power in the universe. We become sensitive to the various influences dominant in the great outside world and we are spurred on to broader and higher living."

Librarian in relation to books. H: R. Tedder. Lib. Assn. Rec. 9: 604-18. N. '07.

"The relation of the librarian to books has a threefold aspect." First; he should handle books. This means that he should take some share in the selection of books for his library, and in their cataloging and arrangement. "Modern library progress tends to take the attention of the librarian more and more from the actual handling of books." This is one result of the development of cooperative cataloging, of using guides to book selection; and of uniform systems of classification. The adoption of uniform methods would in time do away with trained librarians. Second; the librarian should look at books. This means something between their mere physical manipulation and actual reading. He must "train himself in rapid methods of knowing something of the subject-matter and comparative value of a book without the labor of perusal. This is an art which cannot be taught but it can be acquired by

Librarians and assistants. Librarian in relation to books—Continued.

long and diligent practice." He must know how to hunt for information on any given subject. Third; the librarian should read books. "He cannot be deep but he should be wide in his studies. The more he reads the better" but superficial knowledge is all that can be expected of him. He should however be master of the great and famous books. The reading of books which demand thought and close attention is valuable. "New books generally need only be looked at, not read." He should learn the art of rapid reading. The only time when reading must be forbidden to the librarian is during business hours."

Librarians as students of literature and booklovers. Lib. Asst. 6: 22-5. N. '07.

Library as a place for women. M. A. R. Brünner. Lib. World. 10: 137-9. O. '07.

In Germany opinions vary as to the advisability of employing women in libraries, but the majority opinion is that female assistants, if they have taken a training course in library methods, can do good service in some departments if they are under the supervision of a trained librarian, but cataloging by women without this supervision is not recommended.

Library work viewed from the by-way.

H. Foglesong. Pub. Lib. 12: 293-7. O. '07.

"The librarian's situation is peculiarly complicated and difficult. He has continually to solve perplexing questions of ways and means, methods, codes—you all know what they are, from general principles down to hair-splitting details. As to the requisites he must fulfill to receive recognition of his efficiency, they are marvelously broad." A discussion of what a librarian should and should not be follows.

Literary training of the public librarian.

E. A. Baker. Lib. Asst. 5: 312-5. Jl. '07.

Reading of the librarian. R: A. Lavell. Minn. Pub. Lib. Com. Notes. 2: 64-7. N. '07.

The efficient librarian must read the newspaper, but more necessary than this is the reading of the monthly and weekly reviews such as the Independent, Outlook, Nation, Review of Reviews, World's Work, and the World To-Day. Literary magazines should also be read but if there must be a choice between the text and advertising page then read announcements first. It is an especial duty to read book reviews.

Recreation of a librarian. F. K. W. Drury. Pub. Lib. 12: 339-43. N. '07.

The need of recreation both in the library and outside of it is recognized.

Registration: an urgent need. W. G. Chambers. Lib. Asst. 6: 41-2. D. '07.

Staff meetings: their organizations, methods and results; a symposium. Lib. J. 32: 543-54. D. '07.

The symposium consists of replies from eleven contributors who "were asked to give as concisely as possible the experience of their libraries in this field, stating when the staff meetings were established; how often they are held; whether attendance is obligatory or voluntary; and whether it counts as part of library time; what lines of subjects are discussed; whether the administration and internal affairs of the library are particularly considered, so that the meeting serves as a sort of council for the executive; and what influence such meetings have had upon the members of the staff and in relation with the librarian and the public."

Librarians and assistants—Continued.

Successful loan desk assistant. T. Hitchler. *Lib. J.* 32: 554-9. D.; Same cond. *Ia. Lib. Q.* 5: 172-4. *Jl.* '07.

"The qualifications that go to produce the ideal loan-desk attendant, would be, according to my reckoning, the tactful subordination of her too positive qualities, maturity, intuition and tact, good health and strength and ability for hard work, courtesy, cheerfulness, good-temper, and self-control, enthusiasm and hopefulness, unlimited patience, knowledge of books and a liking for reading, sense of humor, common sense, gumption, and resourcefulness, accuracy, punctuality and a good memory, pleasing personality, industry and energy, sense of responsibility, and the cheerful backing and earnest cooperation of her librarian."

Women in libraries. *Lib. World.* 9: 440-4. *Je.* '07.

Comments upon the article *Lovely woman in the library*, by Douglas Hartham. For the article see *Library World.* 9: 360-3. *Ap.* '07.

Librarians' libraries.

Library of the Library association. E. W. Hulme. *Lib. Assn. Rec.* 9: 296-301. *Je.* '07.

Thomas Greenwood library for librarians at Manchester. W: E. A. Axon. *Lib. Assn. Rec.* 9: 302-6. *Je.* '07.

Libraries.

Anticipation, or What we may expect in libraries. J: C. Dana. *Pub. Lib.* 12: 381-3. D. '07.

Bookless libraries. *Lib. World.* 10: 45-6. *Ag.* '07.

A protest against the giving of library buildings where there are no funds with which to purchase books.

Cost of New York city libraries. R. B. McIntyre. *Lib. J.* 32: 438-9. O. '07.

Glasgow libraries: symposium. *Lib. Assn. Rec.* 9: 549-67. O. '07.

Glasgow library system. *Lib. World.* 10: 131-3. O. '07.

Impressions of foreign libraries. H. A. Wood. *Ia. Lib. Q.* 5: 145-9. *Ap.* '07.

Libraries and the library movement in Kentucky. W. F. Yust. *A. L. A. Bull.* 1: 82-3. *Jl.* '07.

Libraries of South Carolina. M. Martin. *A. L. A. Bull.* 1: 72-3. *Jl.* '07.

Library as a phase of mission work in China. M. E. Wood. *Outlook.* 87: 618. *Jl.* 20, '07.

Library conditions in Florida. G: B. Utley. *A. L. A. Bull.* 1: 73-5. *Jl.* '07.

Library development in Tennessee. M. H. Johnson. *A. L. A. Bull.* 1: 79-82. *Jl.* '07.

Library movement in Oklahoma. E. A. Phelps. *A. L. A. Bull.* 1: 78-9. *Jl.* '07.

Library progress in Alabama. T. M. Owen. *A. L. A. Bull.* 1: 75-6. *Jl.* '07.

Library progress in England, 1898-1907. *Lib. World.* 10: 1-4. *Jl.* '07.

Library progress in North Carolina since 1899. A. S. Ross. *A. L. A. Bull.* 1: 71-2. *Jl.* '07.

Libraries—Continued.

Library situation in Texas. P. L. Wind-
sor. *A. L. A. Bull.* 1: 77-8. *Jl.* '07.

Library work in a Chinese city. M. E. Wood. *A. L. A. Bull.* 1: 84-7. *Jl.* '07.

Louisiana. W: Beer. *A. L. A. Bull.* 1: 76-7. *Jl.* '07.

Municipal popular libraries of Paris. G: F. Bowerman. *Pub. Lib.* 2: 395-6. D. '07.

These libraries are open two hours a day "at hours most convenient for those who are regularly employed; they have small reference collections, but find their main work in home circulation."

Problems of the smaller libraries. T: H. Briggs. *Dial.* 44: 68. F. 1, '08.

Service of the public library to the community: an address before the Bill library association, of Ledyard, Conn., *Ag.* 31, 1904. S. H. Howe. O. 18p. '04. S. H. Howe, D.D., Norwich, Conn.

Virginia libraries. J: P. Kennedy. *A. L. A. Bull.* 1: 68-71. *Jl.* '07.

What the community owes to the public library. C: W. Smith. *Lib. J.* 32: 315-7. *Jl.* '07.

Libraries, Private. See Private libraries.**Libraries, Use of by the public.**

Business men and public libraries. J. Mason. *Pub. Lib.* 12: 390-1. D. '07.

Library and the business man; for the 20th annual meeting of the American library association at Ashville, N. C., May, 1907; rev. and completed July, 1907. G: W. Lee. O. 64p. facsim. pa. (Jl.) '07. Stone & Webster, 84 State st., Boston.

"The author bases his paper on the work and needs of the private library of the Stone and Webster engineering cooperation, of which he is librarian, and treats the subject under the following divisions: Scope of business, Demands upon the library, Sources of information, Working methods, filing systems, etc., Improvements and limitations, Some unsolved problems, Information bureaus, Esperanto, Miscellany. . . . The sources of information may be classed as follows: documents, such as records of the business; books, pamphlets, and periodicals; maps, atlases, etc., indexes, catalogues and lists; miscellaneous publications; other libraries, manufacturers and business houses, by means of letter and telephone. . . . There are to-day hundreds of trade and class periodicals representing every class of industry, and there are reference books, handbooks, manuals and ordinary books bearing on general subjects and special features of these subjects; there are also government documents, bulletins of all kinds, society transactions and trade house organs without number, so that any concern should have little or no difficulty in making up a useful collection. The difficulty arises in the proper indexing of the material for efficient service. . . . The aim is, of course, to keep the files in close touch with what the organization needs or is likely to need and to meet as far as possible the special interests of individuals. . . . The possibilities of a business reference library are as far reaching as the work is interesting; there is hardly a business concern that has not the foundation of such a library in its offices, and it is merely a matter of the proper classification and up-keep of this to make it an important part of the office equipment. Libraries are becoming more and more recognized as centers of knowledge rather than

Libraries, Use of by the public. Library and the business man—*Continued.* centers for the storage of books, and their extended use by business houses to co-operate with their own private reference library is a development that is still in its infancy."—*Technical Lit.* 11: 441-3. N. '07.

Library and the workers. J. P. Buckley. *Minn. Pub. Lib. Com. Notes.* 2: 48-9. N. '07.

Newspaper and the library. J. G. Pyle. *Minn. Pub. Lib. Com. Notes.* 2: 52-5. N. '07.

Newspapers often make use of pictures and portraits obtained from the library, and in the preparation of certain portions of reading matter the library is utilized to a far larger extent than is commonly supposed. It is "the right hand of the special writer." Newspapers clippings are invaluable to journalists.

Professional man's use of the public library. F. G. Ingersoll. *Minn. Pub. Lib. Com. Notes.* 2: 50-2. N. '07.

Give the business man all possible privileges, and a place where he can study quietly. "Place within his easy reach all the books he will likely consult on the particular subject under consideration."

Use of scientific and technical books. C. H. Brown. *A. L. A. Bull.* 1: 163-5. Jl. '07.

"A technical library is primarily a library for men. Its books are of value not only to the engineer, the contractor and the mechanic; they are serviceable almost equally to the politician, the journalist, the lawyer and the college student; furthermore the value of a public library is not limited to the services rendered its visitors directly. All readers of books, magazines and newspapers are to some extent indebted to the library for the information given them. . . . One Chicago journalist spends nearly all of her time in the public libraries of the city; other reporters use them continually for reference." City officials and politicians use the library. "To the workingman a technical collection is often a matter of dollars and cents." The lawyer finds the technical collection a valuable tool. This has been proved many times in suits involving patents. "A well rounded technical library should include both pure and social sciences."

What is the library to the business man? M. O. Nelson. *Minn. Pub. Lib. Com. Notes.* 2: 49-50. N. '07.

Libraries and schools.

Circular sent to the teachers of the public schools of Oak Park. *Pub. Lib.* 12: 302-3. O. '07.

Co-operation between public libraries and schools. *Lib. Assn. Rec.* 9: 581-5. O. '07.

A joint committee of librarians and educational authorities report "that the school library should instill the taste for reading under the guidance of the teacher, and that the public library should be used to extend and deepen the children's knowledge of books." They also agree "that special children's rooms containing books for lending and a selection of reference books should be provided in connection with all public libraries."

Co-operation between the school and library. I. T. Gerould. *Minn. Pub. Lib. Com. Notes.* 2: 70-3. N. '07.

It is useless for both libraries and schools to duplicate the work of classification, cataloging and preparing the book for circulation. There should be no waste in duplication of books, the

Libraries and schools. Co-operation between the school and library.—*Continued.*

some duplication is necessary. Both need dictionaries, cyclopedias and the simpler reference books. Schools should avail themselves of the librarian's knowledge of how to use books. Division of labor between the librarian and the teacher results in more effective work than either could do alone. The library should provide the teacher with material for advanced work along the lines in which she is teaching. It should also provide supplementary reading for the children.

Helping children know library tools. E. Hardman. *Pub. Lib.* 12: 299-301. O. '07.

A library class for school children arouses interest in addition to giving them very practical information. "The plan of the work is primarily to familiarize the children with the use of encyclopedias, card catalog and magazine indexes." The children should go to the library for the lesson. Subjects, not too difficult, but of general interest, should be given to be looked up. By beginning with the dictionary and encyclopedias the children become familiar with the plan of alphabetical arrangement. Then let them go on to the card catalog and to the magazine indexes. By such lessons interest is aroused and the child gains a feeling of power and mastery in being able to help himself.

Methods to be used by libraries working with schools to encourage the use of real literature. M. D. McCurdy. *A. L. A. Bull.* 1: 289-93. Jl. '07.

Relations between libraries and schools from the school side. R. J. Tighe. *A. L. A. Bull.* 1: 90-2. Jl. '07.

"Several things must come to pass before we shall see a close affiliation between the library and the public school, and I believe the first thing to be done is to make provision in teachers' training schools, teachers' institutes, summer schools, and city school systems for the training of teachers in the use of the public library and of the school library as tools in the work of educating the youth of the land. I believe at the same time, that every public library, and perhaps every school library, should have a librarian trained to meet the needs of the schools, one who understands courses of study and how to correlate the work of the library with that of the school. Perhaps such a librarian should have had experience as a teacher in order to appreciate fully this problem and to solve it. Another need it would seem, is that of providing courses of instruction for high schools and colleges in how to use the library economically."

Selective education. A. E. Bostwick. *Educ. R.* 34: 365-73. N. '07.

A discussion of the value of books as an aid to education. The aims of the New York library with reference to the schools are briefly stated.

Libraries as social centers.

Place of the library in the social life of a small town. L. L. Pleasants. *Pub. Lib.* 13: 7-8. Ja. '08.

"If the library is not the center of the social life of the small town, something must be wrong with either the library or the town, and the librarian should set herself to work to find out what is the matter. . . . if I were to build a library I would build one with a great many small rooms that were always bright and cozy. I should have one for the boys' club and one for the women's club, one for the story-hour and one for games on winter evenings, one for committees and one for conversation."

Libraries for librarians. See **Librarians' libraries.**

Library advertising.

Advertising the children's room. L. M. Sikes. *Lib. Occurrent*, No. 10: 1-2. D. '07.

"The children are the best advertisers of the children's room. . . . Of inside aids to advertising. . . . the story-hour is the strongest. . . . All picture bulletins and exhibitions advertise the library. . . . Outside the library itself, the best and most effective advertising is done through the medium of the public schools."

Library architecture. See Buildings.**Library association, England.**

Library association and its branches. A. W. Pollard. *Library*, n.s. 8: 316-29. JI. '07.

Library of the Library association. E. W. Hulme. *Lib. Assn. Rec.* 9: 296-301. Je. '07.

Library commissions.

Unsolved problems of the library commissions. M. E. Ahern. *A. L. A. Bull.* 1: 231-6. JI. '07.

Library commissions have still to find their ideal relations with women's clubs and state departments of education. Questions are raised on the problems of starting libraries in communities unable to support them, and of securing sufficient appropriations for the necessary work of a commission. The commissions' relations to library boards are improving and it is to be hoped their relations with librarians also. Inharmonious feeling usually arises from misunderstanding. The relation to the state libraries is a serious unsolved problem. Miss Ahern regrets the tendency of bulletins of commissions to develop into library journals and advises the commissions to do a greater work in distributing Department of agriculture bulletins to farmers of the state.

Where should state aid and a local responsibility begin in library extension work? A. Wynkoop. *A. L. A. Bull.* 1: 238-43. JI. '07.

State aid should be given libraries because "the intellectual and social condition of each locality of the state is a matter of concern, not only to the people of that locality, but to the whole state. . . . The state is the natural and logical agent for co-ordinating and systematizing the work of scattered libraries whereby each may strengthen and enrich the others. Initiative here surely belongs to the state." Again "the state can be made the most efficient factor in arousing the sense of local responsibility and stimulating local initiative." Cooperation is of great benefit to libraries. Why should not the state work toward this end?

Library exhibits.

Book exhibitions. G. F. Staley. *Lib. World*, 10: 106-8. S. '07.

"The display of manuscripts, books, specimens of printing and binding, is a practice perhaps unsurpassed in awakening and fostering interest in books and book production. . . . On the occasion of a book exhibition, notices in the local press and an article in the library bulletin recounting the features and the objects of the exhibition will do much to secure public attention not only for the exhibition but also for the library's work generally."

Library extension.

Phases of library extension. II: E. Legler. *A. L. A. Bull.* 1: 96-101. JI.; Same. *Lib. J.* 32: 303-7. JI. '07.

"The immediate concern of those engaged in library extension must be with the forces reaching the adult population, and especially the young men and women engaged in indus-

Library extension. Phases of library extension—Continued.

trial pursuits." The enrollment in correspondence schools of a million grown-up men and women shows how eager they are to continue their education. It is the duty of the library to help them in every possible way.

Public library book extension service. S. J. Redgrave. *Lib. Asst.* 5: 290-2. Je. '07.

An effective way of bringing the library to the attention of the people is to send out, not book lists, but the books themselves. This may be done in connection with lectures. When the lecture is illustrated the lecturer will probably have no objection to having the titles of books available on the subject thrown on the screen. Of course a special slide would have to be provided for this. At the close of the meeting any person who lives in the locality can borrow one of the books by signing his name and address on a slip of paper. The book so loaned may be kept fourteen days. "The majority of those who avail themselves of the privilege become regular borrowers from the library."

Village library and the farm. W. R. Eastman. *N. Y. Lib.* 1: 37-40. Ja. '08.

"There is no place where the right kind of book will prove more valuable than in a farmer's home." Traveling libraries do not always reach the farmers. Town libraries can do it by putting a "deposit station for books near every schoolhouse or in it. . . . The supply of books at each station could be kept fresh by frequent and systematic changes by tens and twenties."

Why library extension pays Washington county. J. C. Nethaway. *Minn. Pub. Lib. Com. Notes*, 2: 82-4. N. '07.

Washington county, Minn., has seven libraries in circulation thru the county, thus supplying nearly eight hundred people with books at a cost of less than fifty cents per capita per year. These books reach homes never reached by library privileges before. The county commissioners appropriate the money necessary and the libraries are placed in the hands of a competent person who keeps the books either at his home or at the school-house. He serves without compensation. The books are changed once in six months.

Library history.

Boston Athenaeum centenary. *Lib. J.* 32: 496-8. N. '07.

College libraries in the mid-nineteenth century. W. N. C. Carlton. *Lib. J.* 32: 479-86. N. '07.

Library movement in the South since 1899. A. Wallace. *Lib. J.* 32: 253-8. Je.; Same. *A. L. A. Bull.* 1: 62-7. JI. '07.

Library methods.

Manual of library economy; new and rev. ed. J. D. Brown. O. 415p. il. *8s. 6d. '07. Library supply co., 181 Queen Victoria st., London, E. C.

Simple methods. E. E. Ledbetter. *N. Y. Lib.* 1: 13-5. O. '07.

Small library: a guide to the collection and care of books. J. D. Brown. D. v. 154p. *75c. '07. Dutton.

A book based on a series of articles which appeared in the *Library World* some years ago. It "deals with the methods and stock of libraries for children, the home, the workshop, the school and the small municipal library; and includes chapters on the elements of classification, cataloging, book selection and public rules and service." *Lib. World*, 10: 97. S. '07.

Library methods—Continued.

Volksbibliotheken (bucher-und lesehal-
len); ihre einrichtung und verwaltung;
mit 7 abbildungen. (Sammlung Gösch-
en, 332.) E. Jaeschke. T. 180p. il. '07.
Gösch. Leipzig.

Library of Congress catalog cards.

New catalog. H. B. Gooch. A. L. A. Bull.
1: 186-8. Jl. '07.

"For each book with few exceptions, the L. C. prints a single form of card, and this must be adapted with as little work as possible to the various uses of cards in the library. . . . Entries under title, subject, editor, illustrator, translator, secondary authors, etc., can all be made by writing the required entry in the upper margin of the L. C. card. Underscore if possible the part to which you wish to call attention in the body of the title, in the contents, or in the note. The including pages may be added after the collation for an analytical reference. In analyticals other than title some libraries also write the title of the part analyzed in the upper margin, if it is not otherwise mentioned on the card. I should do this in exceptional cases and not as a rule. When the title of subject analytical calls for an author other than that of the main entry of the book, write the name just above the main author. . . . If the author of the analytical is distinctly mentioned on the printed card the name can often be underscored and used for alphabetizing without writing it again at the top. It is surprising when we once put behind us the spend-thrift temptation of uniformity how easily the unit form of the L. C. card can be adapted to our needs. Series and reference cards and many analyticals must still be made by the individual library."

Printed cards from the library of congress. J. T. Rankin. A. L. A. Bull. 1: 286-8. Jl. '07.

"The first step to be taken toward getting L. C. cards, is to write to the Library of congress card section, for all printed information concerning distribution of cards. . . . After having read the handbook, the next step is to deposit with the Library of congress, a certain amount against which cards purchased are charged. . . . Ordering . . . can be done in two ways—on cards or on sheets. The former I would recommend, using standard size slips. These slips can be made out in two ways—by author and title (see p. 28 of the Handbook) and by number. The latter costs less. . . . When the slips have been made out they should be stamped at the bottom with the name of the library, arranged alphabetically by author, or numerically, as the case may be, (there is an extra charge when this is not done) then sent to the Library of congress, using the frank provided for the purpose. When the cards come, they are accompanied by a bill, which should be carefully checked. . . . Now for a word concerning the actual use of the cards; one should be used for author, one for title when necessary, and one for subject. If the type-writer is used (and I think it is an excellent investment for even very small libraries) the additional information to be filled in on the card is not so noticeable and makes a very neat looking card. . . . The form of name adopted by the Library of congress should be used whenever it is possible."

Library organization.

Library for this village: why it is needed; how it may be secured. N. Y. Lib. 1: 35-7. Ja. '08.

Organisation of a library service. J: Barr. Lib. Asst. 6: 5-8, 25-8. O.-N. '07.

An essay on organizing "a library service for a country borough with 1,000,000 inhabitants in which the 1 d. rate produces £6,000." Plans

Library organization. Organization of a library service—*Continued.*
and prices for one central and three branch libraries are given, also estimates of a good working staff with amounts of salaries.

Library schools.

See also Library training.

Instruction in books in library schools.
A. B. Kroeger. Lib. J. 32: 395-400. S. '07.

In a library school the study of books should begin with books of reference, the most valuable of all a librarian's tools. No method of teaching is so effective as the assigning of subjects to be looked up. The questions should be based on actual inquiries. Reference books should be as familiar to the librarian as the parts of a machine to the machinist. The student should be "taught to cultivate attention, to notice title-pages, to read prefaces and introductions, to remember dates and other details that to her appear insignificant." She must develop memory, accuracy, and the art of skimming. Book selection is next in importance and this may be supplemented by a course to widen the students' acquaintance with books. Authors such as scientists, poets, historians, novelists, essayists, etc., should be studied. A librarian should have a taste for reading that is universal that so she may "better understand how to assist the reading public who come to her library for books."

Library statistics. See Statistics.

Library training.

Education of the library assistant: symposium. Lib. Asst. 6: 50-9. Ja. '08.

It is not at all well "to over-estimate the value of technical knowledge at the expense of general knowledge." Yet technical training is of the greatest importance. Librarianship is becoming a developed and systematized calling and a library assistant must be continually studying if he would progress in his profession. Above everything else he should qualify for the Library association examinations. Upon these examinations depends his future in the profession.

Report of the committee on library training, 1907. M. W. Plummer. A. L. A. Bull. 1: 108-10. Jl. '07.

Lists of books. See Book lists.

Loan department.

Time notices. Pub. Lib. 12: 254-5. Jl. '07.

A compilation in eleven different languages of a notice of the length of time a book may be kept.

Local collections.

Book selection: local collections. J. Ross. Lib. World. 10: 71-6. Ag. '07.

"In addition to securing a copy of every book—either written locally, or on a local subject, or printed locally,—a copy of every edition of local county histories, and other similar tomes of great importance should, wherever practicable, be secured. All printed matter of an ephemeral character—even be it in the shape of an auctioneer's catalog, or the latest parish magazine—may in the true nature of things be worth inclusion. There is hardly anything so trivial in the way of a book, newspaper cutting, local print, or photograph, but may become of value, often of great practical value, to the public of the present—and above all to the public of the future who are to be kept in mind. Even a superficial acquaintance with guide-books, hand-books, and other topographical works dealing with particular places or districts serve to remind us that these books contain information which cannot be obtained from any other source, and consequently the local collection is their true destination. Directories, also, or local annuals may not be passed

Local collections. Book selection—*Cont.* over. for these may be of service in a variety of ways, and often as throwing important sidelights upon current events. Local newspapers, generally speaking, are excellent and adequate repositories, and where a representative selection is kept an important field for research is available for the operation of the future historian. It is always advisable to file, and ultimately bind, local newspapers." The classification and catalog of the local collection should follow the lines of the general catalog of the library. Every facility should be granted to those wishing to consult the local collection.

Collections of local historical material. Vermont Lib. Com. Bull. 3: 1-3. S. '07.

Library and literature division at the Louisville exposition. Louisville, Ky. Times, page 11. Mr. 28, '07.

A description of a bibliography of Louisville writers containing over 300 writers and about 600 books.

Local collections and the county collection. W: A. Peplow. Lib. Asst. 5: 336-8. S. '07.

The area chosen for most local collections is too extensive. If each library confined its collecting to its own town, and then all the towns in the county cooperated, this would make a strong collection available for all.

Local literature and its collection. H. R. Purnell. Lib. Asst. 6: 36-41. D. '07.

"Get everything" are words that might well form a text to be adopted by every librarian in gathering the material pertaining to his district." Besides histories and topographies collect the official publications of the district such as minutes of council meetings. Municipal election literature is worthy of preservation, as is also the literature issued by candidates for parliament. Collect parish and school magazines. The principal library in a county may extend its field of collecting as far as the county but other libraries should confine their area to their own town. In the Surrey collection the arrangement is topographical and books relating to the various places are further classified by subject. The cataloging rules in force for the rest of the library should apply to the local collection as far as possible. A careful catalog of the local collection forms more or less a complete bibliography of the district according to the fulness of the collection.

Marking books.

Lettering the backs of books when rebound for libraries. J: C. Dana. Pub. Lib. 12: 306-7. O. '07.

Gilding is the best method of lettering. If it "is well done with genuine gold it will remain bright for many years, and will stand hard wear better than any other style of marking. On leather this method should always be followed. On some kinds of cloth black lettering is better than gilding. Its cost is about the same as gilding, viz., about two cents per line. "The better method in almost all cases is to letter directly on the book, no matter what material it is bound in. . . . Use as large letters as the back of the book will permit. Reduce the number of words in all titles to the lowest possible number. . . . Labels should always be put at least four inches from the bottom of the back, the tail, that they may not be soiled or worn off in handling. They should be marked with india-ink in large, plain figures. . . . If labels are used, put them on as follows: The place for the label being located, wash away the varnish from that place a little with a clean cloth dampened with water and am-

Marking books. Lettering the backs of books.—Continued.

monia. If the book is thin cut the label before it is put on, so that it does not quite reach the edges of the back. If the book is so thin that there would not be sufficient room for the book number on a label cut to fit it, place the label on the upper left corner of the front cover. Press the label tightly and evenly down until it sticks firmly all over. This is most important. Use Dennison's round gummed labels. These, being round, present no corners to be easily ruffed up."

Medical literature.

Use of medical books. S. H. Ranck. A. L. A. Bull. 1: 169-74. Jl. '07.

"I believe . . . that our public libraries in the cities and towns where there is no independent medical library ought to put forth every effort to cooperate with the physicians in building up a working collection of medical books, both for the use of the physician and the specialist, and for the use of the general reader, and furthermore that it ought to put forth greater efforts to bring about a larger and more intelligent use of such books. Because we as librarians know so little about medicine and medical literature, and because so few of our practicing physicians are real students, these are the chief reasons for the failure of so many libraries in this regard in the past."

Municipal reference work.

Municipal section of a public library. G. Darlow. Pub. Lib. 13: 4-6. Ja. '08.

"Every library should endeavor to secure such municipal literature as may be had for the asking. Annual reports of other cities, special reports, such as those of the health officers, park commissioners, street superintendents . . . should be applied for and carefully preserved as pamphlets or bound as books. If a new charter is to be framed, in the library should be found specimen charters of other municipalities." Books on public health, food adulteration, hospitals, nursing, etc. should be available. "In addition to our books, we should have indexes to current periodicals, which keep continually abreast of the times."

Public library as a part of the municipal government. S: H. Ranck. Lib. J. 32: 432-3. O.; Same. Pub. Lib. 12: 385-7. D. '07.

The library ought to be "a bureau of exact information for all those who are connected with the city government. . . . As a municipal institution it ought to endeavor to gather together a good working collection of primary and secondary printed sources of information relating to municipal subjects, and, so far as possible, to make it available to those who are responsible for the management of our city affairs." The Grand Rapids library collects municipal documents by a system of exchange—since by resolution of the common council it handles all the exchanges of such documents with other cities.

Reference libraries in cities—Baltimore as a type. D. E. Mowry. Pub. Lib. 12: 387-9. D. '07.

The larger cities have realized the necessity of reference work similar to that done in Wisconsin by the legislative reference department. Baltimore was the first to do this work. "The head of the department consists of a board composed of the mayor of Baltimore, the city solicitor, the president of the Johns Hopkins university, the president of the Municipal art society and the president of the Merchants' and manufacturers' association of Baltimore. The members serve without pay. The board employs the working force of the library. . . . The executive officer is delegated to investigate and report upon laws of the state of Maryland and other states and cities relating to any subject

Municipal reference work. Reference libraries in cities—*Continued.*

upon which he may be requested to report; to accumulate all data obtainable in relation to the practical operation and effect of such laws; to investigate and collect all available information relating to any matter which is the subject of proposed legislation by the general assembly of Maryland or by the city council of Baltimore; to examine acts and ordinances of any state or city, and report the result thereof to the mayor of Baltimore, any committee of the city council or the head of any department inquiring for the same; to prepare or advise in the preparation of any bill, ordinance or resolution when requested to do so by any member of the city council; to preserve and collate all information obtained. . . . The department has no theory of ownership either to confirm or to controvert. Its object is merely to gather facts impartially and without prejudice, and give them out only upon request." Other cities are following Baltimore's example. "The movement is growing in importance each year. And, what is more, the complexities of governmental affairs, due, in part, to the rapidity of our progress, demand some such remedial method in order that we may keep our public officials keenly in touch with the advance steps in legislation."

Museums.

Library and the museum. H: L. Ward. Lib. J. 32: 307-11. Jl. '07.

No important museums have ever been maintained by libraries. Their administration and activities differ and the interest in the library crowds out the interest in the museum. "A library's influence depends largely on the books themselves. A museum's influence does not depend as much on its specimens as it does on how they are arranged and explained. . . . Natural history museums must be administered and cared for by naturalists. Few librarians are such." Mr. Ward gives some good points on the making and administration of museums.

Music.

Binding of part music. A. J. Hawkes. Lib. World. 10: 31-2. Jl. '07.

In orchestral music it is best to bind the score for the paramount instrument in leather boards. A pocket is placed on the inside back cover to contain the remaining parts which are bound in limp cloth wrappers, with the name of the part lettered on the front. Music supplies a real want and above all literature it is subjected to severe mutilation if not properly bound.

Music in libraries. J. A. Hopkins. Wis. Lib. Bull. 3: 80-93. N. '07.

Many libraries make special collections of music scores. The selection of these "should be entrusted to some one of expert knowledge and a fine critical taste in music. . . . Quality not quantity is the most important point to consider." The cataloging of music should follow the general plan of the library and should be as simple as possible.

Newspapers.

Are newsrooms desirable in public libraries? T. E. Turnbull. Lib. Assn. Rec. 9: 510-5. S. '07.

"From the economic standpoint, there can be no reasonable doubt that the money spent on newspapers could be much more profitably spent on fostering other activities of the library; but from the standpoint of the desires of the greater number of the inhabitants of a town, a newsroom would in almost every case have to be provided. . . . The opponents of newsrooms deny, I think too vehemently, what I may call the forwarding influence of the de-

Newspapers. Are newsrooms desirable—*Cont.* partment in converting the newspaper reader into a student of the magazine-room, the reference library, or the lending library. It is indubitable that hundreds of persons are attracted to the newsroom who would never learn otherwise of the library's existence." However there is no need of an elaborate newsroom.

Organization of libraries. See Library organization.

Pamphlets.

What to do with pamphlets. Z. Brown. Lib. J. 32: 358-60. Ag. '07.

After pamphlets are classified they are "put in a pamphlet box which is marked with its class number, and placed at the end of the books in that class. . . . On the side of the box, or on its inside cover, is written a list of the pamphlets in that box, giving author, brief title, and date. The call number of each pamphlet, which is written on the corner of its cover, consists of its class number followed by its pamphlet number. For instance, the fifth pamphlet put in the 630 box is numbered '630 Pam 5.' In a way, the list on the box serves as both shelf list and catalog so that in many cases this single entry is all that is needed. . . . In the card catalog, a general reference is made from each of the subject headings covered by the pamphlets in the box. . . . A sample reference card reads as follows: 'Agriculture. See also the pamphlets on agriculture, in the box marked, 630 at the end of the books, in class 630. A list of contents is on the box.' These reference cards are filed at the end of the catalog cards under a given subject heading. When it is worth while valuable pamphlets are cataloged separately. "Often it seems worth while to enter under subject, but not author. . . . After the pamphlet box is started for any class, and the general reference cards made, adding a new pamphlet usually involves merely writing its author and title on the box, and marking it with the next pamphlet number. . . . Large or very useful pamphlets may be bound in the usual cardboard pamphlet covers with cloth hinges, and then treated as books."

Patents.

Use of patents. H. L. Prince. A. L. A. Bull. 1: 166-9. Jl. '07.

The only libraries that can in any adequate degree supply the information needed by inventors and manufacturers watching for new discoveries are those in Boston, Chicago, Cincinnati, New York, Pittsburgh, St. Louis and Washington. "The countries of the first class, 11 in number, have issued nearly 1,700,000 patents which are available for searchers either in chronological order or classified in systems of more or less value and convenience. In this class in the order of their importance are the United States, Great Britain, France, Germany, Hungary, Switzerland, Austria, Sweden, Norway, Russia, and Denmark, only the first four exceeding 100,000. . . . The pre-eminent consideration for the patent profession is that of intelligent and available classification which can be seen and read, and in this England stands at the head, and I regret to say, the United States at the foot. This does not mean that the United States patent office lacks a classification, but it is not available to the public. . . . nor is there any place outside of the patent office itself where the searcher can find all the patents of a class or a sub-class with certainty."

Picture bulletins.

Picture bulletins. M. Durlin. il. Wis. Lib. Bull. 3: 57-9. Jl. '07.

Do not have picture bulletins unless you can have good ones. As subjects choose holidays, famous men, and women, historical events, etc. Find good pictures and take time to arrange them well. Use a gray background for black and white pictures, and a heavy cardboard for those in colors. Be sure to have a good title, and make the lettering readable.

Picture bulletins practically applied—New York state library school. F. L. Rathbone. Lib. J. 32: 434. O. '07.

Suggestions for anniversary and holiday bulletins. Wis. Lib. Bull. 3: 60-1, 76-9. Jl.-S. '07.

Pictures.

Cataloging of prints. F. Weitenkampf. Lib. J. 32: 408-9. S. '07.

Prints. See Pictures.**Private libraries.**

Library and the business man; for the 20th annual meeting of the American library association at Asheville, N. C., May, 1907; rev. and completed July, 1907. G. W. Lee. O. 64p. facsimis. pa. (Jl.) '07. Stone & Webster, 84 State st. Boston.

For a note on this book see under the heading Libraries. Use of by the public.

Private libraries of Rome. Lib. J. 32: 412-3. S. '07.

Public documents.

Congressional bills and reports in libraries. W. Austen. A. L. A. Bull. 1: 153-6. Jl. '07.

Congressional bills and resolutions are at present sent only to the Library of Congress, and the John Crerar and the New York public libraries. They may be had on application to Washington however. The paper discusses plans by which libraries which would make use of public bills might obtain them.

Obstacles to a proper use of documents by depository libraries. H. M. Gill. A. L. A. Bull. 1: 149-53. Jl. '07.

It is difficult to obtain a complete set of government publications for "there is no provision for the regular supply of reports and publications not included in the numbered series, and even the superintendent of documents finds it hard to procure them for the documents library. The superintendent of documents receives about 500 copies of documents for distribution to depository libraries. If the records in his office show that a copy has been mailed to a library, although a clerk may have failed to send it, or may have misdirected it, or it may have been lost in the mail, there is no warrant in law for its replacement, and the unfortunate library will have to buy its copy." Often a library is loaded down with duplicates because of the various sources from which documents are distributed. "Title pages and binders' titles do not always agree, and titles are often changed and are usually much too elaborate. The greatest difficulty in the use of government documents is found in indexing and cataloging them." Nearly every bibliographical list, check list or catalog is inadequate, and indexes are not only numerous but they have no uniformity. Until recently more attention has been paid to author than to subject entries. Subject headings are frequently unsatisfactory.

Public documents—Continued.

Output, distribution and cataloging of government documents. W. L. Post. A. L. A. Bull. 1: 135-45. Jl. '07.

According to law the member of congress from each congressional district has a right to name a library which shall be the depository of public documents in that district. This distribution of documents costs the United States \$300,000 a year. Often this generosity is a burden to the libraries receiving the books as they have not room to accommodate them. When documents are returned to the superintendent of documents they should be properly packed, often they are nothing but a mass of paper and boards when they reach the office. Public documents should be treated by each library as a part of their reference department. This is a provision of the United States law. They are the property of the United States, not of individual libraries. The new law "removes from the sheep bound sets all the annual and serial publications, giving them to you in their first issues, and therefore you will not be forced hereafter to go through the sheep bound volumes to find them." A check list is in process of compilation which will cover every publication issued by the government. Government publications are now advertised in the newspapers and this will help to popularize them.

Public document question. A. R. Hasse. Pub. Lib. 12: 251-4. Jl.; Same. A. L. A. Bull. 1: 132-5. Jl. '07.

A system of depository distribution of public documents was by the law of 1858 and 1859 based on congressional designation, viz., the basis is one of population. The real users of these documents are, however, specialists. Hence the basis of distribution is wrong. In 1859 there were twelve depositories. In 1904 there were 500. This increase is out of all proportion to the demand for the documents. But "in all the 50 years that the depository system has been in operation, government and the depositories have never taken a single step to bring about a mutual hearing." These documents are not a negotiable asset because the valuable information locked up in them has not been made accessible. Librarians have not known how to use these resources. "But . . . the very gravest thing about the preponderance which mere bulk has given to federal documents, is the entire elimination thereby of interest in local documents," and in "time to come these will be of the greatest service to the historian, using that word in its widest meaning. To-day is the time to collect them, for to-day the institutions which they represent are in a formative period."

Public documents in small libraries. C. Evans. Pub. Lib. 12: 345-7. N. '07.

The New York state library bulletin on United States documents gives a list of nineteen government serials, that should be in every library. It also gives a supplementary list of sixteen complete single documents that are useful in any library. Serial sets should be kept up to date. "There are at the present nine different ways in which it is possible to obtain a document. They are as follows: one from the bureau issuing the document, one from the department to which the bureau is subordinate, one from the superintendent of documents, one from your representative in congress and one from each senator of your state, and a second copy from each of the last three by asking for it by document number instead of by title." When a single document is wanted the best way is to apply to your representative. In the case of serials get him to have the library placed on the permanent mailing list. In small libraries do not keep these books by themselves but treat them as you would any other volumes. In cataloging government documents "enter each set or volume under the specific bureau or division responsible for its publication, never under the department to which the

Public documents. Public documents in small libraries—*Continued.*

bureau belongs. For example: enter the Statistical abstract of the U. S. under U. S.—Bureau of statistics, not under the Department of commerce and labor, Bureau of statistics." The inverted form of heading as U. S.—Statistics, Bureau of, is the form preferred. "Put all pamphlets in the same class in one pamphlet box, making one subject-card for the catalog to stand for all pamphlets in the same box. For example: we have a subject-card in our catalog for Solis, and on this card we merely say Pamphlets, with the call number 631-pamphlet in its proper place."

Public documents in technical libraries.

C. H. Brown. A. L. A. Bull. 1: 156-8. Jl. '08.

"I . . . urge (1) a better knowledge by reference librarians, of the public documents, including indices, contents and scope (2) the inclusion of the public documents among the available resources of the library (3) an extension by the government of the indexing so well begun and recently abandoned (4) a more prompt delivery of public documents to libraries."

United States government documents: a list that should be in even the smallest public library. J. I. Wyer, jr. N. Y. Lib. 1: 43-5. Ja. '08.

Use of documents in the public library. W. R. Reinick. A. L. A. Bull. 1: 146-9. Jl. '07.

"The large library which does a large amount of reference work should collect all documents, while in the case of the small library, the librarian would have to use his judgment in selecting. . . . Every library should collect the publications of the state and city in which it is located, especially those documents relating to the political history." Even when a library is a depository it does not necessarily receive all the United States documents, and these are only sent from the date the library was so designated. If the Library of congress would "publish a weekly or monthly bulletin of the publications of governments, states and cities which they receive, it would enable the librarian to know what has been published, and he could send for such publications as he thinks would suit the demands of his library." The Free library of Philadelphia classifies public documents by states, cities and national governments. United States publications are however classified by departments. "All the reports and important papers contained in them are cataloged under the author, subject and also title when it seems necessary. If the library has only a limited amount of money to spend upon the cataloging of documents, I think that the labor could best be spent upon the subject catalog, as from personal experiences I find that the majority of people ask for reports upon a specific subject." It is a mistake in cataloging to write the entire title on the card. As the primary use of the catalog is for the public, the short title is enough. Keep the check list up to date keeping track of the date when publications are received. This enables one to write for reports when they are due. "No reference work worth speaking of can be done without referring to documents. Every compiler of an encyclopedia, year book, editor of a newspaper, etc. has to depend upon these reports as authority for the statements which they make. The manufacturer has to depend upon these reports for his prices, new discoveries, inventions, and in finding a market for his goods. Governments and states are constantly making investigations on numerous subjects, the cost of which would prohibit most people undertaking them. The results of these investigations are then published in different reports, and the library that keeps its document collection up to date, is able to give the public

Public documents. Use of documents—*Cont* more recent data than the reference book, as very often the reference book has hardly been published before there are later government reports made upon subjects contained in it." Put paper bound pamphlets in a cheap pamphlet box, and paste the title on the box.

Utilizing government documents. W: S. Merrill. Lib. J. 32: 361. Ag. '07.

"At the Newberry library we have found public documents of the utmost use in nearly every line of reference work, and the government indexes to them are indispensable. The work which the government is doing in indexing these publications is just so much labor and money saved to the libraries of this country."

How many librarians of small libraries in farming communities appreciate the service they may render to the material welfare and profit of their region by posting up a well-selected list of publications of the Department of agriculture that bear upon improved methods of cultivation? The adoption of these methods will mean dollars and cents to the farmers who have acquainted themselves with them and have applied them in the field. One farmer, who can raise two bushels where he formerly raised one, or can produce a better grade of vegetable, is enough to 'boom' the library where he was put on the track of the new scheme."

Publishers and publishing.

How books are made. E. T. Stiger. Ind. 63: 1220-4. N. 21. '07.

The story of the making of a book from the time the publisher receives the manuscript until the book is ready for the market.

Reading.

See also Fiction.

Comfortable books. E. Woodbridge. Outlook. 87: 126-7. S. 21. '07.

Comfortable books are most often not the books of the present but of the past, and they must never be read hastily.

Mental diet. K. M. Rabb. Pub. Lib. 12: 392-3. D. '07.

"Put aside the books you ought to read, but hate, and read the books you like. . . . The light story you crave, but are afraid of, may serve the purpose of the sherbet at the dinner—to remove from the palate the taste of the heavier viands and prepare it for the salad and the dessert. In other words, trust more to the guidance of your own mind, be less afraid of your own judgment, strive to cultivate your own tastes, rather than to shape your mind after some one's else pattern, and you will find less and less need of a mental diet."

To what extent can the public library direct the taste of readers? I. Rosenberg. Lib. J. 32: 401-6. S. '07.

The average person detests unsought advice, and personal interference is particularly obnoxious when it comes to choice of books. Accordingly the reading of the public must be directed in some other way. A good plan is to "purchase substantial editions of the best authors, and when obtained let them be where the people can handle them and choose for themselves." For example Jane Austen's Sense and sensibility in a poor edition was taken out three times in a year. A new edition with good type set in the open shelf room went out eighteen times in nine months. The open shelf room is the largest, pleasantest room in the library. "Here are kept, open to free access of the people, some twenty-five hundred books, most of them selected." These are collections of late fiction, new books other than fiction, bound magazines,

Reading. To what extent can the public library direct the taste of readers—*Cont.* etc. Here also is a collection of 300 of the world's best books. "This whole collection was such a success and circulated so many books which had previously seemed fairly rooted to the shelves . . . that we concluded to make a collection of the greatest fiction of all countries. . . . There were nearly two hundred books in this collection which made their appearance with a sign bearing the following inscription 'Some novels which have stood the test of time.' . . . A large table is devoted to travel guides obtained from the various railway and steamship companies. A sign on this table refers to books on the shelves, while one on the shelf calls attention to guides on the table. No exact statistics could be kept, the books being replaced as fast as they were taken. The table of travel guides became so popular that it was made a feature of the open shelf room. These are changed to suit the season, northern routes being displayed during the winter months, while southern and lake trips are reserved for the summer." The open shelf room has been a marked success.

What's it about? M. van Buren. Minn. Pub. Lib. Com. Notes. 2: 55-7. N. '07.

How the librarian may answer the question What is the book about?

Reading rooms.

Ladies' rooms. M. Gilbert. Lib. World. 10: 78-80. Ag. '07.

A plea for a separate reading room for women.

Municipal library and its public: the news-room. J. Ballinger. Library, n.s. 9: 66-79. Ja. '08.

The Cardiff, Wales, public library reading room formerly had no supervision and was practically given over to loafers and undesirables. With an extension of the buildings an opportunity came to change the newsroom. Plenty of space was allowed in the room. Few seats and tables were provided. Papers were given a fixed location, and an attendant was always on duty. The newspapers selected covered a wide range of interests. People in search of employment and of home news, and others who want to find out about markets and prices come to the room. The Shipping Gazette is much in demand. Berthing lists are posted in the branches where laborers who load and discharge vessels can easily consult them. They often save a trip to the docks. No religious papers or magazines are accepted. Directories and similar works of reference are kept in the news-room and they are frequently consulted. Information of such a character that it can be quickly looked up is given over the telephone. This opens up a large field of usefulness for libraries.

Reference department.

First \$100 for reference books. J. I. Wyer, jr. N. Y. Lib. 1: 8-9. O. '07.

Methods of popularizing reference libraries. W. C. B. Sayers. Lib. World. 10: 4-6. Jl. '07.

"Select bulletins" giving the cognate works in the reference library are inserted in a prominent place in books in the lending library. These draw the attention of the student to other books and also constitute a brief reading list on the subject in hand. Besides they are excellent advertisements of the reference department.

Reference library: plans and arrangement. T. E. Turnbull. Lib. World. 10: 37-40. Jl. '07.

To popularise reference libraries. A. J. Hawkes. Lib. World. 9: 433-7. Je. '07.

It is lamentable that reference libraries gen-

erally are little used. The Bournemouth central library (England) has tried with success the following plan for calling the attention of readers to books of reference. "In a book belonging to the lending department a slip is inserted, on which is entered the names of works on the same subject contained in the reference library. The slip is fixed in front of Chapter I., where it is sure of being seen by the reader." At its foot is a note stating that such books will be lent to students at the discretion of the librarian.

Reference work.
See also Municipal reference work.

Educational value of reference room training for students. W. Austen. A. L. A. Bull. 1: 274-7. Jl. '07.

The first step in developing the individual in so far as he uses the library for educational development is the ability to use the knowledge already acquired. The next step is to arouse his interest in some subject about which books can be given him. A third step lies along the line of developing a capacity of seeking for himself books wanted, either specifically or on some subject. The stimulus for arousing interest in subjects comes first from the teacher. The stimulus emanating from the librarian may take the form of one or more general talks to the students in order to arouse if possible an interest in books. These talks may be supplemented by printed directions about the catalog, indexes, etc. The best way is to so arouse the students that they will elect a course in bibliography.

Reference work in public and in college libraries. W. B. Briggs. Lib. J. 32: 492-5. N. '07.

Practically the same collections of books are found in college and public libraries. In the college library however many books are reserved while in the public library there is more call for the patent office publications, state and municipal documents, local histories and genealogies. In the elementary college classes little work is done beyond the required reading. Advanced students usually go to their instructors for help. Because specialists in every subject are available at a college much responsibility is taken from the reference librarian. Yet he should be both practical and well educated for he can do much to help both teachers and students. The public library should ask the aid of specialists more often than it does. To-day the workers are testing the efficiency and value of the reference work in public libraries. Practical questions are asked and definite needs are presented and the reference librarian should do his utmost to help everyone. Especially should he be ready to help the city legislators.

Reference work in the school libraries. R. Ely. Minn. Pub. Lib. Com. Notes. 2: 75-7. N. '07.

A list of useful reference books is given with suggestions on the way to teach pupils how to use library catalogs, general indexes and reference books.

Subject hunting: reference department. A. J. Hawkes. Lib. World. 10: 156-9. O. '07.

"The primary duty of a reference library assistant is to aid enquirers in research." This is an onerous and exacting duty and its performance may make or mar the reputation of a library. Whoever does it "needs to know the 'scope' of practically every volume under his charge." He should make note of any unfamiliar words and then at odd moments should look these words up in the dictionary. He should also "make a careful study of biological orders." Encyclopedias and text-books

Reference work. Subject-hunting—*Cont.* should be shunned unless one is already familiar with the subject. When a subject has once been looked up make note on a card of articles about it, and file the card for future reference.

Use of books. C. W. Andrews. Lib. J. 32: 249-53. Je.; Same. A. L. A. Bull. 1: 7-12. Jl. '07.

"How to provide the personal assistance required for the proper interpretation of books . . . is one of the chief problems of library administration. . . . However carefully and skillfully constructed, the best catalog is a tool which many readers have not learned to use, which some can never learn to use, and which, even in the hands of an expert, cannot be made to do some kinds of work." A large proportion of readers "need the personal assistance of experienced and sympathetic reference librarians."

Use of scientific and technical books. C. H. Brown. A. L. A. Bull. 1: 163-5. Jl. '07.

Comments on this article may be found under the heading Libraries, Use of by the public.

School children. See Libraries and schools.

School libraries.

Proper organization of the school library. J. M. Beckley. Minn. Pub. Lib. Com. Notes. 2: 73-5. N. '07.

Public school library system. L. I. MacDowell. Educ. R. 34: 374-84. N. '07.

"A complete system provides for a small reference library for teachers and class libraries for each class; a general reference library for high school instructors and students and class libraries for the several classes; a course of instruction in library administration and economy for students of higher schools; and a central pedagogical library for the advancement of the teacher's professional interests and intellectual attainments."

Reference work in the school libraries. R. Ely. Minn. Pub. Lib. Com. Notes. 2: 75-7. N. '07.

Pupils should be taught the use of library catalogs, general indexes, and the most useful reference books.

Schools and libraries. See Libraries and schools.

Scientific literature.

Bibliographical aids to the use of the current literature of science. C. J. Barr. A. L. A. Bull. 1: 129-32. Jl. '07.

Use of natural history books. E. J. Nolan. A. L. A. Bull. 1: 123-8. Jl. '07.

An attempt "to indicate to those not familiar with the specialties of the naturalist a few of the bibliographical aids to which he may have recourse in the conscientious performance of his work."

Small libraries.

Enlarging field of the small library. F. A. Hutchins. Minn. Pub. Lib. Com. Notes. 2: 39-43. N. '07.

Sociology.

Useful sociological books for debating clubs. M. F. Lindholm. Pub. Lib. 12: 354-6. N. '07.

The list is a useful one because the books are marked pro and con.

Staff. See Librarians and assistants.

Stamping books.

Stamping books. V. A. Aitken. Lib. World. 10: 155-6. O. '07.

A steel stamp "with ordinary post-office stamping printer's ink works best." Use but little ink. Rubber stamps are liable to smear and leave an untidy impression. Perforating stamps are fairly satisfactory but are not in general favor. A circular stamp is best because it always looks tidy. "Whatever pages may be stamped in the actual text, every title-page, first and last pages of text and all plates, maps, etc., should most undoubtedly bear the library mark. All impressions should be as close as possible to the text, which will allow for the re-binding of a book, during which process the margins are sure to be trimmed."

State aid to libraries.

Where should state aid and a local responsibility begin in library extension work? A. Wynkoop. A. L. A. Bull. 1: 238-43. Jl. '07.

"If the whole state may profitably be taxed for the promotion of good roads in a distant county, it surely may be taxed to promote good reading in that county." The state should not only be ready to aid libraries but it should let the people know that it is ready to do so. "It offers a sum from the state treasury every year to each community for the buying of books, but whether the news and conditions of this offer shall reach the community or not is not its concern." A state, supports normal schools for teachers, why should it not support training schools for librarians?

Libraries in state institutions. M. E. Carey. A. L. A. Bull. 1: 101-8. Jl.; Same cond. Minn. Pub. Lib. Com. Notes. 2: 67-70. N. '07.

A survey of library work in the state institutions of Iowa. Books are always a tool in state institutions and "there selection must be made wholly with reference to the use to be made of them" hence the books in different institutions will vary widely. One rule, however, applies to all. No cheap editions should be purchased. "In the penitentiaries, soldiers' homes and hospitals for the inebriates and consumptives, the problem is to get the right book to the right person. Miscellaneous collections are desirable."

State libraries.

How shall states delinquent in their exchanges be treated? G. S. Godard. A. L. A. Bull. 1: 220-7. Jl. '07.

Every state has a state library which is the legal storehouse of its public documents. Interstate exchange of these documents is a long established custom and is not only a necessity but an economical and a mutual benefit. "The state librarian is not only the servant of his own state but the servant of the nation, of the world. He can be true to his state only when he serves all the citizens of his state, whether they live at home or abroad. It is his duty to make every other state library a branch or department of his own library and his own library a live branch of every other state library."

Library interests of a state. W. R. Watson. A. L. A. Bull. 1: 196-200. Jl. '07.

"Combining the state library, the state library commission and any other allied interests such as legislative reference bureau, state law library, etc., under one management, benefits the people it serves by giving them a more comprehensive service. . . . Where the departments are maintained and managed separately they are unable to render the same assistance to each other that is possible where they are all parts of one institution." Again it would be easier to secure funds for one sin-

State libraries. Library interests of a state—*Continued.*

gle institution than for several. In many cases where the creation of a separate library commission seems to be necessary it is better to change the law so that library interests will not be divided. "The state library is naturally, and should be actually the center of all the library interests and activities of a state. To its governing board should be given the power to initiate and direct all the library work of whatever kind which is carried on with state funds."

Scope of book purchases in a state library. D. C. Brown. A. L. A. Bull. 1: 227-30. Jl. '07.

Some state libraries "are almost exclusively law libraries with the addition of state documents. What is called the state library in Wisconsin is of this character. Other states may be classed in the same way, as Kentucky and possibly Illinois. Pennsylvania represents another class,—general, law, Pennsylvania history. By general is meant literature, general history, science, etc. New York in her library under the control of the department of education, includes almost everything. General books, law, medicine, documents, state history, and in a way, the traveling libraries. The field covered here is very large. Indiana, in its state library, has general books and state documents. The law library is a part of the Supreme court, while the organization of libraries and the traveling libraries are under the public library commission. Ohio has general books and the traveling libraries, while the law library is distinct; Iowa has both law and general books, Michigan covers all the field,—traveling, general books, documents and law books; California has general books and traveling libraries; Rhode Island has general books and documents, while the law library is separate." There is a well grounded belief that the state library "should be a general reference library where all citizens, officials, and societies of every description may find what they want. . . . A state library needs all the publications of the historical societies of all the states both for the purpose of history and to show the growth of historical study. For the latter reason it must have the papers and publications of all the learned societies of every state and also of national societies. When a scholar wants such a paper he should find it in a state library."

Statistics of state libraries. H. O. Brigham. A. L. A. Bull. 1: 216-20. Jl. '07.

Statistics.

Library statistics. A. Lancaster. Lib. Assn. Rec. 9: 500-5. S. '07.

"Under present conditions it is unfair to compare the issues of one library with those of another, owing to the diverse conditions under which statistics are compiled." The length of time and the fines for overdue books vary considerably. Then there is the question as to whether a two volume novel shall be counted as one book or two. Systems vary greatly as to classes. "Some libraries include history, biography and travel in one class, while other libraries give each a separate class. Fiction in some libraries has a class to itself, and in other libraries it is included with poetry and the drama. Juvenile literature, the greater part of which is fiction, is treated by some as a separate class, thus apparently lessening the percentage in the fiction issues. . . . In the reference departments and the reading-rooms of the various libraries there is a greater disparity in the compilation of statistics than in the lending departments." Some libraries count each time a cyclopedia, dictionary, directory and other books of reference are used as an issue. Other libraries make no count of such usage. Sometimes the use by individual readers of current numbers of the magazines is made to count. "There is also the possibil-

Statistics. Library statistics—*Continued.*

ity of inflating the returns by counting as issues long series of books which may be handed out to a reader and of which he may have practically used only one or two volumes. . . . Another section of library statistics which is very unsatisfactory and usually misleading is the computed number of visits paid to the reading-rooms for newspapers, magazines and periodicals."

Report on college and university library statistics. A. L. A. Bull. 1: 260-6. Jl. '07.

Statistics of state libraries. H. O. Brigham. A. L. A. Bull. 1: 216-20. Jl. '07.

Story telling.

Story hour in libraries. H. U. Price. Pub. Lib. 12: 347-9. N. '07.

"In inaugurating a story hour it is generally wise to begin with stories which you feel sure will interest the children at once, preferably the old, old folk-lore tales. Later you may wish to use the Norse legends, the Greek stories, the Arthurian cycle, the Charlemagne tales, the Robin Hood stories and the tales from Shakespeare, devoting a winter to each cycle. In learning your story read it over many times, then tell it aloud." The first of November is a good time to begin this work; then close by the first of April. Twenty children is an ideal group. "More than 50 at one time is a dangerous experiment. The personal comfort of the children and the proper ventilation of the room are important factors in the success of the afternoon."

Subject headings.

A. L. A. subject headings. E. Crawford. Pub. Lib. 12: 312-5, 343-4, 383-5. O.-D.; Same. Lib. J. 32: 435-6, 500-1, 560-1. O.-D. '07.

Open letter by the editor of the A. L. A. List of subject headings asking for suggestions and detailed information on subject headings.

Sunday opening.

Statements from college librarians, who, while not having Sunday opening, favor it. A. L. A. Bull. 1: 266-7. Jl. '07.

Tariff.

Duty-free importation by college and incorporated libraries. Lib. J. 32: 502-4. N. '07.

Technical literature.

Indexing of technical information. Technical Lit. 1: 65-6. F. '07.

Use of scientific and technical books. C. H. Brown. A. L. A. Bull. 1: 163-5. Jl. '07.

Comments on this article may be found under the heading Libraries, Use of by the public.

Time schedules.

Experiment in self-government. E. F. Lewis. Pub. Lib. 12: 304-6. O. '07.

An arrangement of their own schedule of hours by the assistants in the Northwestern university library.

Staff time sheets. A. K. Gill. Lib. World. 10: 23-5. Jl.; F. S. Martin. Lib. World. 10: 236-9. D. '07.

"The staff time sheet question . . . is one of vital importance. It affects equally the interests of the library assistant and the inter-

Time schedules. Staff time sheets—*Cont.* eats of the public. . . . It would be scarcely too much to say that in the construction of his time sheet is to be found a sure indication of the intellectual calibre of the librarian. It is the clue to his strength or weakness as director and organizer of the forces at his disposal." Long hours, hurried meals, the drudgery and deadly monotony of the work imposed upon many assistants are enough to fill them with loathing for their profession.

Staff time sheets and routine books. P. C. Bursill. *Lib. Asst.* 5: 333-5. S. '07.

The time sheet should be made out by those who are experienced in coping with its difficulties in order to secure the best results for the working hours of the staff. An assistant should only work two shifts each day. "The following rules . . . may be of use . . . Assistants should relieve each other for meals . . . The second on the staff should be in attendance in the absence of the first. . . . If possible, an early assistant should not be required to work late, and a late assistant should not be required to come early." Meal-times should be regular as far as practicable.

Traveling libraries.

Books in the Steele county traveling libraries. J. Morton. *Minn. Pub. Lib. Com. Notes* 2: 80-2. N. '07.

Experiment in rural libraries for school and home. J. Percival. *19th Cent.* 62: 751-7. N. '07.

The bishop of Hereford has for several years had in circulation about 1000 books. These are sent to about sixty-five schools and twenty-five parishes. Each box of fifty books is accompanied by a supply of printed catalogs of the books contained in it. Thru these catalogs the parishioners are kept informed as to the books available. The boxes are changed three times a year.

King Oscar's traveling library. *Minn. Pub. Lib. Com. Notes* 2: 101-2. Ja. '08.

A description of the collection of books in the Swedish language sent to the United States by King Oscar.

Village libraries. J. Daykin. *Lib. Assn. Rec.* 9: 365-74. Jl. '07.

An itinerant library's plan was tried in East Lothian, Scotland, and had been in operation twenty-eight years when in 1854 Mr. James Hole proposed such a scheme for England. Since that time the work has gone on in Yorkshire without a break.

Trustees.

Duties of library directors. W. H. Putnam. *Minn. Pub. Lib. Com. Notes* 2: 43-6. N. '07.

Trustees—Continued.

Reading of the trustee. W. L. Lamb. *Minn. Pub. Lib. Com. Notes* 2: 46-8. N. '07.

"In my limited experience I believe that the lady usually makes the best trustee. Her mind is not generally occupied with so many cares and duties to demand her attention. She is a better reader and is usually better acquainted with the best literature and the best writers of the day. She will give the library more attention and time than her stronger brother is liable to do."

Some trustees. D. P. Corey. *A. L. A. Bull.* 1: 278-82. Jl. '07.

"Most of the weaknesses and evils worse than the weaknesses in library boards have their roots in the methods by which such boards are chosen and will not be eliminated until the appointing or electing powers have a better knowledge of libraries, their aims and proper methods, and allow that knowledge to influence their action." The do-little trustee may have an influence on the librarian by allowing him to become as inefficient as the board which, in theory, is supposed to direct him, or by permitting him to ride his hobby horse unchecked. The "know-it-all" trustee often takes himself so seriously that he aims to interfere and lead in all matters, whether they are of trusteeship or of those things which properly come within the scope of librarianship. "With a strong board that is faithful to its duties, even a weak librarian may be strengthened; but the most efficient man or woman may be weakened or, perhaps, utterly broken by the do-little trustee, the autocratic trustee, or the impractical board."

Vertical files.

Vertical file. K. L. Roberts. *Pub. Lib.* 12: 316-7. O. '07.

"In the public library of Newark, N. J., material is filed in folders made of No. 1 tag manila paper, cut into pieces about 11x18 inches in size. One end is so turned up against the other as to make a receptacle 11x9½ inches. The front fold is a half inch shorter than the back one, and this leaves a margin exposed on the back one, whereon the subject of that folder is written. As the folders are filed vertically in boxes the titles show at the top of each one." In these files are kept lists "of books, articles and topics made out for schools, clubs and individuals," programs for study clubs, newspaper clippings, pamphlets, catalogs, etc. "The success of the file of course depends entirely on the good judgment and discretion of the filer. . . . Like a dictionary, the file is its own index; but at times cross references to the headings used are necessary. . . . Therefore a sort of emergency card catalog has been made up which indexes these cross references."

Books by mail
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Library Work

APRIL 1908.

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Co-operative Cataloging

The question of cooperative cataloging and catalog printing has been talked of with more or less enthusiasm since 1851, when Mr. Jewett in the annual report of the Smithsonian Institution outlined a plan for doing this work. The H. W. Wilson Company is at last taking definite steps toward making such a catalog an accomplished fact. A beginning will be made with catalogs of juvenile books and of a selected list of fiction. These two fields have been chosen for a beginning because they present fewer difficulties and because juvenile and fiction catalogs are most needed. The fact that in both these departments, notably in the juvenile, libraries show more uniformity in their collection of books than in other departments, simplifies the problem of cooperative catalogs; while in the case of fiction, where author and title entries only are needed, the task of cataloging is comparatively simple. Active work has begun on both these catalogs.

The juvenile catalog will consist of about 3,000 titles in two parts. Part one will be a dictionary catalog of books; part two will be an author, title, and subject index to the last seven volumes of Saint Nicholas and will contain also analytical subject entries for the essential books found even in small libraries, particularly those used for reference purposes. As many analytical entries will be given as would be required by the most exacting cataloger. Since these

entries in part two will be identical for every library, they will be published in a separate alphabet and sold either as an independent book or bound with part one. Part one may be made to fit the collection of any library by withdrawing from our linotype slug catalog all the slugs which are not needed and by adding those that are necessary to complete the catalog of any particular library. If any library wishes the two parts combined in one alphabet arrangements may be made for such a catalog at an additional expense.

The linotype slug catalog of fiction will include about 2,000 titles with author and title entry and very brief annotation for those books of special value, which every library would wish to have advertised and the circulation of which should be increased, and also for those volumes which need a word of explanation. It is not the purpose at present to print a complete fiction catalog for the large library since it is believed that most of them would be equally well or better satisfied with a selected list. Therefore, each library will check on this list of 2,000 those volumes which for various reasons they may wish to have included in their list of best fiction. This selection of 2,000 would, of course, cover the entire collection of a small library and with such libraries it would be optional whether they would have printed for them a selected list or a complete catalog. If the plan works well in this limited way, it will be enlarged to include the collections of large libraries.

To describe this plan in other words: We will maintain a central catalog in type. When a library sends us a list of its books in the children's library or its fiction lists, we will withdraw from our linotype slug catalog all those entries necessary to form a catalog of the list sent; after printing, these slugs will be returned to their proper places.

The English Catalog of books for 1907, measured in printer's "ems", contains twenty-three per cent of the amount of matter contained in the annual of the Cumulative Book Index for the same year. Using the English Catalog as a basis and making the price proportional to the contents, the annual of the Cumulative Book Index without the monthly numbers should be sold for \$6.52, while the yearly subscription including the monthly numbers and annual should be \$17.40 instead of \$6.00, the present price, which a few—only a few—of our subscribers think is too high.

It may well be said to-day of subject bibliographies that their name is legion. They supply a demand or they would not be so numerous. Without them the most valuable material on the subjects which they cover would often remain unknown and undiscovered.

Two years ago the publishers of *Library Work* conceived the idea that a subject bibliography on library economy would prove a valuable tool to those interested in library matters, especially if it also contained a digest of the articles indexed. The field was untried but the results have shown that the idea was a good one. An effort has been made to make note of the most helpful articles pertaining to library work in the English-speaking magazines and bulletins, and in general periodicals. Pamphlets and books on the subject have also been included. No claim of absolute completeness is made for the work, but an attempt has been made to make it as helpful as existing circumstances permitted. The editorial labor involved has been considerable and is increasing rather than diminishing. Up to this time it has been issued at somewhat irregular intervals—six numbers having been published in all—and it has been sent free to librarians on request. Hereafter regular quarterly numbers will be issued at a rate merely sufficient to cover expense of publishing. This number includes in one alphabet all the material in the six previous issues together with some new entries that have not been published in any other number.

The literature relating to library economy is constantly increasing and *Library Work* in the future will strive more earnestly than ever to show its subscribers what the purport of this literature is and where it may be found.

The Index to Legal Periodicals and Law Library Journal, a quarterly publication, is a welcome newcomer in the bibliographical field. It contains the proceedings of the second annual meeting, at Ashville, of the American association of law libraries, in addition to its index to legal periodicals. In this index the articles in seventeen periodicals are listed in two alphabets, first by authors, second by subjects. The subject headings chosen are those in use by the West Publishing Co. in their American and Decennial Digests. Under each author a short note is given setting forth the scope of the article. The same note is repeated under the subject heading used for the article. Volume number, inclusive paging, month and year make the references satisfactory, and cross references add to the completeness of the work. The indexing in this first number is the work of Mr. Frederick Schenk but hereafter it will be done cooperatively by the members of the Association under the direction of the board of editors. The Association expects if it

has sufficient financial support to index the legal journals in America, Canada, England, and the British colonies. They also hope to index the Bar association reports and "to review the journals which are devoted to political science; sociology, and economics, and index those articles which have bearing on the law."

The Journal of Political Economy in its March issue has greatly enlarged its department, "New publications." It now endeavors "to cover, in its monthly bibliography, all current literature of economic interest in the following fields: 1. Books published in the English, French, German, and Italian languages; 2. The government publications of the United States and of Great Britain; 3. Periodical references of four or more pages appearing in" a list of 82 English and foreign periodicals. "In addition to these fields, a considerable amount of fugitive material is covered. This includes such items as state and municipal publications, foreign government publications (other than those of Great Britain), reports and pamphlets of various organizations, etc." Entries are made alphabetically under such general headings as Labor problems and conditions of employment, Socialism and social reform, Combinations and corporations, Money, banking, and credit, Resources and industries, Transportation and communication, etc.

At the joint meeting of the New Jersey Library Association and the Pennsylvania Library Club at Atlantic City March 13th and 14th, the paper which attracted the most attention was given by Miss Mary A. True. In it she recounted the various activities of her library in Foxburg. After each different phase of work in this small library was explained to the audience, the wonder grew and the more it became apparent that the library is everything to the town of Foxburg. All efforts for the improvement and enlightenment of a city, encouragement for clubs for mothers, fathers and children, in fact the promotion of every variety of good thing for this small city seems to originate in the library.

So thoroughly were the delegates imbued with enthusiasm for Foxburg that when a later speaker spoke he made a hit by referring to Newark as the Foxburg of New Jersey.

A list of New Jersey public documents, selected from the publications of the state for the past forty or fifty years, has been compiled by Mary E. Fannan of the Free Public Library of Newark, N. J. The list is arranged alphabetically by subject and is annotated, and includes those documents which are thought to be most serviceable in a New Jersey library.

The St. Paul Dispatch Library and Information Bureau

The Library of a newspaper is a storehouse of material for the use of the editorial department, and is by most papers made available to the general public. The aim of the library is to collect, file and systematically arrange everything that may be used today or at some future time in the work of the editor and his staff. As the time for the making of a newspaper is limited to a very few hours daily, the necessity of system and time saving wherever possible, is a very essential feature. A newspaper must publish the news when it is news, and when this news is of such a character that it requires an illustration, the illustration becomes news. To this end is available our stock of cuts and photographs to which we are daily adding new material. A man may spring into the public eye from a most unlooked for position or place. He may be a party to a prominent divorce trial, or he may be a new senator making his first speech, one of unusual strength, on some important topic of the day. There are many ways by which a man may unexpected-

mand and our cut department is the first to be consulted. Here we have at our disposal about 10,000 cuts in single column, double column and still larger sizes. These are placed in vertical files conforming to the size of the cut, alphabetically arranged, and subdivided by an index numbering 1,250 divisions of the alphabet. Should we fail to find among these 10,000 cuts, representing men and women in all parts of the world, this particular man our next turn is to the supply of photographs. This department rarely fails to furnish the desired subject as this stock, numbering at the present time over 20,000 pictures, is constantly replenished by the very latest material. To it are added not only photographs daily received for this purpose, but every magazine, publication, or book arriving in the library is looked over for pictures not yet represented in our collection. When this picture can be clipped from the publication it is placed on file. Where the illustration is contained in a book from which it is impossible to cut it, a cross index card takes its place in the file. This card gives a full description of the picture and tells where it may be found. It may be a birds-eye view of Goldfield, the steamer Mauretania or a volcanic region in Italy. While the filing of this may seem like storing away so much waste paper the flash of a wire may bring us the news of an earthquake or a disaster at sea, or a big fire, and one of these very scenes is the one we need to give the public a view of the ill-fated spot. Therefore the entire upbuilding of this department must be with regard to what the future may bring forth. As time wears on the item of news which induced the publishing of this photograph is replaced by something equally as important. With each successive day something new develops, and this event is most naturally put into the background until an occasion arises to refer to it. Then the index of our daily paper enables us to locate the desired article without delay. Every article of news and each editorial in the Dispatch is indexed, stating the exact date,



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edly gain the public's notice. A picture of this man of sudden and new fame is in de-

page and column where the item appeared. Our criminal division, such as murders, is classified like so much merchandise. A murder is committed in St. Paul, John Jones is the victim. Under the heading of Murders—St. Paul—Jones, John, the victim, we



ST. PAUL DISPATCH LIBRARY

find the first account. The next index card under the same head contains an account of the inquest and verdict, the following the trial of P. Brown the accused, etc. Each card as before stated gives the date and location in the Dispatch of each individual article as it appeared. In the same way are classified the accidents, fires, and every item of news in the Dispatch. Vertical filing and alphabetical subdivision applies to all the work handled in this department, thereby adding to the simplicity and speed in locating the desired material. Our library contains record books and books of statistics, state and United States departmental reports, biographical encyclopedias, atlases, cook books and railroad guides, etc., nearly all of which are in daily demand. Last but not least is the clipping bureau. It consists of clippings from magazines and eastern newspapers, comments of foreign papers on some local situation, biographical sketches and in fact any printed matter that may be of use now or at some future time to the editorial department. The death of some prominent man will call for a sketch of his life: the biographical division is then consulted for any clippings that may be on file regarding this man and his work. In the filing of these clippings the cross index card is very freely used. It is a special feature of this system and the key to any successful reference and index system. A clipping pertaining to the commission government of Galveston, Texas, is found under the heading of Government—City—by Commission—Texas, Galveston, another of the Des Moines plan is found under the same heading but with location changed to Iowa, Des Moines. These loca-

tions follow each other in alphabetical order. Then cross indexed under Iowa—Des Moines—Government City—by Commission and the same for Texas, Galveston—we find the card referring us to the envelope containing the clipping so that to whichever heading we may turn for this clipping we have either the clipping itself or a reference to the same. The same method would apply to President Roosevelt's message to the Sixtieth Congress. Under the heading of Congress—Sixtieth—President Roosevelt's Message and again under Roosevelt, Theo., Pres. Congress—Sixtieth—Message we find the date of the paper containing the account of it, so that either the clipping itself is on file or a reference to the paper containing it. The papers are kept in a monthly bound volume in cabinets made for that purpose. So far we have outlined the connection between the library of the Dispatch and the editorial department. A few words more will show the relation of the library to the public. Quite naturally the newspaper in its intimate relation to the public, is and al-

ways has been a sort of an inquiry bureau. Many a strange question has been given to the newspaper to answer and many a person has come directly to the newspaper for information he was in quest of. With this in mind and to further serve the interests of the public we have established a department known as the Dispatch Information Bureau where any question may be asked and will be answered to the best of our ability. Questions are received by this department by telephone, letter or in person. In a recent communication received from a man in California, a request was made for the present location of a mining company, or its officers, the man making the request being a holder of shares in this company and having no data concerning its present existence or location beyond the address appearing on the certificate, from which place however the company had long since departed. Again a man or woman holding an old song book or family relic believes it to be of exceptional value and asks us to ascertain its market value. A few of the following "original" letters will serve as an illustration of the Information Bureau's daily task.

Can you give me the man's name and address that hires the engineer and firemen for the Panama Canal? How do I write to him?

Which is the best way to prepare cucumbers for a later market? Is there a sure way of pickling them in barrels? We are getting two bushels per day and have such a poor market for them at the present time that we would like to pickle them and dispose of them later.

Who was the first white child born in Minnesota?

Would you please send me a recipe for ice cream you do not boil and how can you prevent ice cream from getting coarse?

What does it cost to have a photo copy-righted? Where do I get it done and how do I do it?

In what way is the English government connected with the Bank of England and is the government in any way responsible for any of the bank's acts?

How many square yards in a piece of work, it is a ditch. Length 469 feet, width 22 inches, depth 7 feet. This was a government job and I think they made a mistake in their figures.

Do you know of some nice widow about 35 or 40 years old in your vicinity that would like a good home of her own?

Will you kindly give me the date of the "Sea Wing" disaster on Lake Pepin?

Is it true that during Norway's greatest prosperity the king of Norway was a Swede? Is it true that Norway has two Independence days, and if so why? This is to settle a dispute.

Did Tommy Ryan and Bob Fitzsimmons ever fight? If so, who won? Please answer this tonight as it is to settle a bet.

Will you kindly send me a recipe for making rhubarb wine?

By what method is the date of Easter Sunday determined and how can a person tell which are the leap years?

What is the meaning of the "swastika?"

For hiring a man by the year on a farm how many legal holidays does he get? Does he have to do his chores on legal holidays and Sundays and if he refuses to do his chores do I have to give him his board?

If a white man marries an Indian girl will the government allow him land or money? What is the particular law about such marriages and what does it cost to get the marriage papers?

We could cite a great many more letters, many containing questions of general interest and information and others being very amusing. We find however, that very few of either class are asked with any other purpose than a sincere desire for the information that is requested therein. Many of these letters are from people living in the country districts who are handicapped in many ways. They do not possess an encyclopedic work, nor are they within reach of a public library. Their newspaper is the only part of the world beyond their sphere that reaches them, consequently they are more familiar with their paper than anything else, and it is to the paper that they appeal when a dispute is to be settled, or something arises that does not come within the reach of their everyday life. The telephone inquiries vary quite as much as the letters. At one time it is to settle an argument when the request is usually "Wait a minute, please repeat that to this other fellow." Then probably it is to direct a

stranger to a desired location, or to assist the young housekeeper in solving the mystery of why the jelly won't jell. The requests for recipes on cooking range all the way from crab-apple jelly to the oyster stuffing for the turkey and the making of angel food. Then there is also the man who is going to lecture on some subject the Dispatch has written about and a request is made for the date of the paper containing the article, and our index as previously described is referred to. We have further added to this department an educational and resort bureau. In this educational bureau are represented many of the most important schools in the United States. Here may be obtained a catalog and any printed matter this school or college publishes, with all information as to tuition, the studies pursued, the necessary requirements of the pupil and in fact any information that may interest the parents or the prospective student. The same method applies to our resort bureau, as with the coming of summer the questions arises, how will you spend your vacation and leisure time. The question of how much can you afford to spare towards this vacation may play an important part, then to find out just where this allowance will take you, and where you can get the most enjoyment out of your trip and the kind of outing you want must next be solved. With this mighty question in the air turn to the Dispatch Resort Bureau. Here you will find descriptions of resorts for the summer outing, 25, 50, 75 and 100 or more miles away, the exact information as to the accommodations, the price per day and week of the different hotels and boarding houses, the kind of fish to be had, the conditions for bathing, telephone connections, churches, doctors, and in fact anything that you may want to know to complete your comfort or pleasure. Should your ambition lean towards fishing, trout, muscallonge or bass, once more consult our index of classified fishing resorts, which will direct you to the lake abounding in your particular brand of fish. You also have at your disposal railroad and steamship time tables, so that your entire vacation can be planned here and you can be made familiar with every detail of it. If it is a trip to California you are thinking about, you will find descriptions of Pasadena, Coronado Beach, Santa Catalina Islands, the Yosemite Valley, or the ascent of Mt. Tamalpais by the crookedest railroad in the world. The stranger coming to St. Paul can get information about the beauty trips and points of interest in and around the city, just where and how to take them, and he can also find out anything else he may wish to know.

With this review of the work and aim of the St. Paul Dispatch Library and Information Bureau there remains only one thing more to be said, and that is when in doubt, **Ask the Dispatch.**

M. Hohler.

Periodicals Included

- A. L. A. Bull.—American Library Association Bulletin, 34 Newbury St., Boston.
- Ia. Lib. Q.—Iowa Library Quarterly, Iowa State Library Commission, Des Moines, Ia.
- Library, n.s.—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.
- Lib. Asst.—Library Assistant. 3s. Hugh Smith, Bishopsgate Institute, London, E. C.
- Lib. Assn. Rec.—Library Association Record. Single numbers, *2s. Whitcomb House. Whitcomb St., Pall Mall East, London, S. W.
- Lib. J.—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. World.—Library World. 6s. 6d. Library Supply Co., 181 Victoria St., London.
- Minn. Pub. Lib. Com. Notes.—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.
- Neb. Lib. Bull.—Nebraska Library Bulletin. Nebraska Public Library Commission, Lincoln, Neb.
- N. Y. Libraries.—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- Pub. Lib.—Public Libraries. \$1. Library Bureau, 156 Wabash Ave., Chicago.
- Vermont Lib. Com. Bull.—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wash. Lib. Bull.—Washington Library Association Bulletin, State Library, Olympia, Wash.
- Wis. Lib. Bull.—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Library Literature

1905-1906-1907

A

Abbreviations.

Abbreviations used in book catalogs. M. Medicott. pa. 15c. '06. Boston bk. co.

Contains a list of English, French, Italian, and German abbreviations.

Access to shelves.

American and British open access. Lib. World. 10: 46-7. Ag. '07.

Limiting access to shelves. H. R. Mead. Pub. Lib. 12: 211-2. Je. '07.

Experience with open shelves shows the system is not always satisfactory. People who like to examine books however should be accommodated even under the closed shelf system. The reference department, open to all, should contain "besides reference books proper, the best books on the various branches of knowledge." The student may be accommodated by "admittance to the stacks for a limited period to examine the books on a particular subject, but always with the admonition to leave the books on the study table, so as to avoid misplacement on the shelves." With closed stacks the public can be almost immediately supplied with the desired book, or informed where it is. With open shelves books are sometimes accidentally, sometimes purposely misplaced. In either case failure to find or to trace them is annoying.

Open access lending departments. J. D. Brown. il. Lib. World. 9: 41-7. Ag. '06.

When open access to shelves was first introduced twelve years ago "one imaginative prophet pictured the time when painstaking librarians would be supplanted by a uniformed janitor who would assume the functions of librarian, by the easy process of supervising the filtration of readers through a turnstile, like sheep through a hurdle. . . . Probably it was only a humorist, and not a prophet, who foresaw the introduction of weighing machines at both entrance and exit wickets, as a means of preventing wholesale thefts." The first arrangements for open access "were necessarily crude, and most of them were the outcome of an endeavor to anticipate all kinds of abuses and needs. Elaboration was the order of the day, and some of the notions introduced, were undoubtedly inspired by an inherited belief in the general ignorance and incapability of the public at large. Time has gradually corrected that little misunderstanding. . . . In both American and British open access systems in recent years an undue stress seems to have been laid on oversight. . . . As a matter of fact, the

very best oversight which can be secured is that obtained by readers over each other. . . . Every librarian of experience knows perfectly well, that close supervision is absolutely unnecessary in the case of at least 98 per cent of the frequenters of public libraries."

Open shelves. Nation 84: 34, 80, 130, 150, 174. Ja. 10, 24, F. 7-21; Same cond. Lib. J. 32: 114-5. Mr. '07.

The Nation in the Jan. 10th issue says that American librarians are compelled to confess that the open-shelf system is proving a failure, and consequently they are limiting and safeguarding access to books. Mr. Wilson of Clark University library says in reply in the Jan. 24th Nation that the open-shelf system is comparatively new and has been given a fair trial in but few of the larger libraries. The great majority of librarians and trustees are opposed to the system and will not give it a fair trial. Its keenest opponents are those who have not tried it. "We open children's libraries where every book is accessible, but when these children become adults we refuse them access to the shelves on the ground that they are not to be trusted to select their own reading. And what are we to say to that large and ever-growing class of technically and professionally educated people who are already knocking at our doors for access to the shelves?" No librarian living can meet the needs of these people by a "selection of the best books." At Clark university open shelves have been an unqualified success. N. D. C. Hodges in the Nation, Feb. 7th, says the placing of books on open shelves in the Cincinnati public library began in 1900. Now there are 50,000 books which the public may consult without let or hindrance. The system has been satisfactory and there is economy in handling the circulation. L. M. Hooper (Nation, Feb. 14) says the Brookline library gives free access to its entire collection. With an annual circulation of 140,000 volumes they have lost an average of 79 books a year. "During the year 1906 the total loss of books was 84, of which number 53 were lost from the children's department, 20 from the open shelves in the delivery room and from the deposit stations, and 11 from the main library." E. S. Willcox (Nation, Feb. 21) says "The Providence, R. I., public library, with open shelves, reports, 'with lamentations and loud moans,' 1,796 volumes stolen in two years—forty-five volumes stolen in three months from one small department, the industrial library, alone; and 'it has been impossible to discover the thief or check the thieving.' The Boston public library in its annual report for 1905, gives 1,200 volumes stolen in that year, and, like the Providence library, is at a loss to know what to do. These are but two cases; there are others in plenty—a growing number. In the case of small libraries where all books are under the immediate

Access to shelves—Continued.

supervision of the assistants, the open shelf system will, no doubt, continue to be followed as it always has been."

Open shelves in a college library. W: I. Fletcher. Pub. Lib. 12: 213. Je. '07.

The tendency is to abuse the freedom of open shelves, and with increase in the size of the library the keeping of the books in order grows more difficult, yet "I myself feel that a considerable amount of displacement, even of loss of books, is not to high a price to pay for the educational and cultural advantages of the free system."

Progress of open access. Lib. World. 8: 177-9. Ja. '06.

There is a slow but sure extension of the system of open access in all parts of the United Kingdom. "The only reasonable grounds for municipal libraries committees refusing to consider the safe-guarded open access system are these:—(1) Unsuitable premises; (2) the cost and difficulty of discarding expensive apparatus once a library is committed to it; (3) incompetent officers; and (4) the labour involved in reclassifying a large library hitherto arranged in numerical or in some such unsystematic order. The first and second difficulties are in many cases insurmountable. The third requires discretion and tact in displacing old servants with new and scientifically trained ones. The fourth is clearing its own way. It is from the libraries that are committed to open access "that every advanced movement of the last ten years has sprung."

Accession.

Accession methods; a plea for standardization. E. W. Neesham. Lib. World. 8: 317-20. Je. '06.

A stock book should "show the history of every book added to the library, until its withdrawal." It will give stock number, accession number, date of acquisition, title, author, date of publication, number of volumes, department, donor or from whom purchased, price, discount, withdrawals and remarks. With such a stock book no donation book is needed. The accession book should give accession number and stock number, title, author, class number and remarks. If the library is closely classified cards are better than shelf lists because they are more portable, and not liable to congestion as shelf lists are.

Practical accession work. S. Pitt. Lib. Assn. Rec. 7: 68-71. F. '05.

A digest of this article is given under the heading Order department.

Standardization in accession methods. R. Duncan. Lib. World. 9: 83-7. S. '06.

Technical notes for small libraries. M. E. Hazeltine. Wis. Lib. Bull. 2: 44. My. '06.

"The condensed accession book has various columns that need not be filled out in a small library, where time is an important asset in library administration. The essential things to record of a book are the date of bill, author, title, publisher, date, sources, cost to library, the volume or copy, and the call number. The entries that can be omitted in the order of their least importance are place, size, binding."

Accounts.

Hints on library accounts. G: H. Eustis. Pub. Lib. 10: 7-8. Ja. '05.

Acquisition. See **Accession**; **Collation of books**; **Order department**.

Administration.

See also **Accounts**; **Finance**; **Library methods**.

A. L. A. report on library administration. C. Marvin. Pub. Lib. 11: 554-5. D. '06.

Business end of a library. A. A. Pollard. Lib. J. 31: 311-5. Jl.; Same. Pub. Lib. 11: 355-9. Jl. '06.

The librarian in addition to other duties must learn those of a business man. He should learn to meet criticism fairly not as personal antagonism. He must be responsible for mistakes of assistants. He should meet the business world in a business way and win the respect of the community as a business man. He should act for the board in seeing that contracts for work, supplies, materials, etc. are properly carried out and he should examine all bills and claims against the library before they go to the board. The success of the board meeting depends upon his business preparation for it. Even if the library bills are paid by the city treasurer, the librarian should have exact records of every transaction and in case of trouble should seek counsel from board members. "The librarian and the board should keep ever before the minds of the representatives of the city's government the use of the library, else the support of that institution is apt to be variable." All rules of the library and regulations of the city touching the library must be enforced and complied with by the librarian. Especially important is the properly written letter (with its copy) which serves as a permanent and detailed record of the business handled by the librarian.

Essentials in library administration. L. E. Stearns. 103p. pa. 15c. '05. A. L. A.

Financial condition of German libraries. Lib. J. 31: 274. Je. '06.

Library administration on an income of from \$1000 to \$5000 a year: economics in plans and methods. M. W. Freeman. Lib. J. 30: C64-8. S. '05; Same. Pub. Lib. 10: 394-7. O. '05.

The first requisite in any plan for economical expenditure is a trained librarian, then one or more apprentices to be trained for assistants. Other requisites are: open shelves, doing away with call slips, simplicity in the matter of records and catalogs, dispensing with labels and call numbers for fiction and securing a competent janitor. It is in the purchase, binding and rebinding of books and periodicals that the largest saving may probably be made. "For the smaller libraries at least, a tentative division of not more than one-fifth of the income for books, and say two-fifths each for salaries and maintenance, seems about what our actual experiences makes possible."

Library administration on an income of from \$1000 to \$5000 a year; essentials and non-essentials. S: H. Ranck. Lib. J. 30: C58-63. S. '05; Same. Pub. Lib. 10: 397-401. O. '05.

"The governing board of the library . . . and the librarian should have a full understanding of the functions of each, for both have very definite duties to perform in the administration of a library. . . . The board should determine the general policy of the library and its administration, regulate the scale of expenditures, salaries, etc. . . . The librarian should be the executive officer of the board, and as such be responsible to them for the execution of the plans and purposes of the library. . . . It is essential that adequate records and accounts be kept of all money received and expended, so that an intelligent report of one's stewardship can be given at any time. . . . The foremost essential in the administration of a small library . . . [is] a librarian with training and experience. . . . [Then] the right books will be bought

Administration—Continued.

and guided intelligently and sympathetically into the hands of the people who really need them; every part of the work will be characterized by economy, accuracy, and efficiency—economy in the matter of binding, the purchase of books and supplies, the use of materials and in methods of work; accuracy in all the details of cataloging and record; and efficiency in making the library a real vital force in every phase of the life of the community."

Library administration on from \$1000 to \$5000 a year: discussion. Lib. J. 30:C177-8. S. '05.

Politics in library management. Nation. 81: 241. Mr. 14. '07.

A statement that where political favoritism exists the librarian is a lobbyist who must flatter and cajole and grant special privileges to his board. Appointments under such a regime are made not by merit but for personal reasons.

Public libraries and politics. G. F. Bowerman. Nation. 84: 287-8. Mr. 28. '07.

A reply to "Politics in library management." Mr. Bowerman says that he believes libraries in general are freer from politics than any other branch of public service. "Of course, every chief librarian who finds his greatest delight in conducting his library efficiently, regrets that he must spend so much time in securing appropriations from reluctant legislative bodies." If library assistants are better equipped in mechanical dexterity than in literary attainments it is because the salaries paid are so small.

Report of the A. L. A. committee on library administration. W. R. Eastman, C. Marvin and H. C. Wellman. Lib. J. 30:C102-6. S. '05.

Report of the committee on library administration. W. R. Eastman and others. Lib. J. 31: C146-53. Ag. '06.

This report deals with what the reports of a library should include. Samples of printed forms are given.

Report of the committee on library administration, 1907. W. R. Eastman. A. L. A. Bull. 1: 159-62. Jl. '07.

Advertising the library. See **Library advertising.**

Alphabetical arrangement.

Arrangement of entries in catalogs. A. B. Kroeger. Lib. J. 30:146-7. Mr. '05; Same. Pub. Lib. 10:18-9. Ja. '05.

Discussion of disputed points in arrangement, and comparison of general practice with Cutter's rules.

Alphabets.

Simple library simplifications. E. W. Gailard. Pub. Lib. 11: 551-3. D. '06.

Specimens of simplified letters for the English alphabet are given.

American library association.

Classification of A. L. A. membership by geographical divisions. Pub. Lib. 11: 438. O. '06.

Conference and the press, 1906. H. O. Brigham. Lib. J. 31: 715-7. O. '06.

Headquarters opened. E. C. Hovey. Lib. J. 31: 665-6. S. '06.

Eight distinct lines of activities are noted and working plans are explained.

Origin of the A. L. A. motto. M. Dewey. Pub. Lib. 11: 55. F. '06.

"The best reading for the largest number at the least cost," the official motto was formulated to express in a brief statement Mr. Dewey's idea in deciding to work for the interests of the A. L. A.

Work and needs. Lib. J. 30:858-60. N. '05.

American library association publishing board.

Report of the American library association publishing board. W: C. Lane. Lib. J. 31: C154-9. Ag. '06.

Report, 1907. A. L. A. Bull. 1: 53-9. Jl. '07.

American library institute.

Constitution, by-laws and list of fellows elected. Lib. J. 31: 71-2. F. '06.

Organization. Pub. Lib. 11: 108. Mr. '06.

The members of the institute are limited to 100 persons to be chosen from English-speaking America. The ex-presidents of the A. L. A. constitute the first members and they adopt rules and select other members. The standard of selection is ability to solve library problems. A three-fourths vote is necessary to elect. There are no honorary members. Besides the regularly elected fellows the following classes have seats in all meetings:—"all ex-presidents of the A. L. A., members of the A. L. A. executive board, members of the A. L. A. council, foreign or corresponding members elected within five years."

Americana.

John Carter Brown library of Brown university. M. E. Clarke. Lib. J. 30:69-72. F. '05.

Includes "books printed in and concerning the Americas prior to 1800. . . . [The] catalog, originally issued in 1865 with 302 titles of books printed before 1601, has grown into a set of four large volumes, containing 600 titles of books printed before 1601, 1636 of books between 1601 and 1701, and 4173 of books between 1701 and 1801. About half as many more titles have been added to the library since the printed volumes appeared. In addition to the Americana of earlier date than the year 1800, the library contains a considerable number of nineteenth century books dealing with the history of North and especially of South America. One of the best ways in which to show the breadth of the collection is to note some of the books and manuscripts, which the exhibition cases held at the time of the dedication. The Biblia pauperum, drawn for those who could not read; the Bay Psalm book of 1640, one of the first products of the Cambridge (Massachusetts) press; History of Holy Jesus, 1749, one of the 'Chap books'; Waldseemüller's Cosmographia, 1507, in which for the first time the name of America was suggested as fitting for the newly discovered continent; George Washington's letter to Nicholas Brown asking him to provide muskets for the war, and his neatly kept account book; a deed of land signed by Peregrine White, the first white person of English parentage born in America, will be sufficient to show how large a field must be covered by a library which is worthy to bear the name Americana. . . . The library will become, year by year, a more complete field of research for the scholar who is searching after the most intimate details of the beginnings of American civilization."

Annotation.

Co-operative annotation and guides. E. A. Baker. Lib. Assn. Rec. 7: 272-83. Je. '05.

Annotation should include "statements as to the subject, scope, manner, qualifications of

Annotation—Continued.

the author, and general suitability of the book for this or that reader." The object of the "annotator is not to sit in the judgment seat, but to help readers."

—Discussion. Lib. Assn. Rec. 7: 299-302. Je. '05.

Descriptive annotation. J. D. Stewart. Lib. Asst. 5: 208-11. Ja. '07.

"Annotation is the description of literary contents of books. . . . The average book title . . . does not do more than vaguely indicate the subject of a book." The extent to which annotation should be carried depends on the style of the catalog and the character of the collection. "There is more need for full annotation in the ordinary general public library which is used by all and sundry, than there is in a library which is used by specialists. . . . Annotation should be confined entirely and absolutely to supplying useful information," and that should be given in as brief and pithy a form as possible. Fiction should be annotated as well as non-fiction, but if any class has to be left out for reasons of economy it should be fiction. Technical and scientific books need careful treatment. An "out-of-date" statement should be added to previous entries whenever the book becomes obsolete. It need not take the place of the previous annotation, but should supplement it. . . . For the treatment of the older books, the necessary information for annotating purposes must be obtained almost entirely from the books themselves. After reading the preface and glancing through the book, and if necessary, looking up the author in a biographical dictionary, one can generally evolve an annotation that will answer most requirements." For current literature it is a good plan to use the book reviews where possible."

Evaluative annotation. W. A. Peplow. Lib. Asst. 5: 211-3. Ja. '07.

"Evaluation is the description in the form of a note of the worth of a book in relation to its subject. . . . It is evident that no man can be expected to evaluate all the books in his charge. He must therefore seek the aid of printed criticisms or of specialists." The best way would be to have the work done by a central bureau of specialists, and even this would not always be satisfactory. The safer way is to confine annotations to tangible facts, and to description of the book only.

Manual of descriptive annotation for library catalogues, by E. A. Savage; with chapter on evaluation, and historical note, by E. A. Baker. D. 155p. *5s. Library supply co., London.

Reviewed by W. C. B. Sayers. Lib. Asst. 5: 146-8. Ag. '06.

Methods and examples. W. C. B. Sayers and J. D. Stewart. Lib. World. 8: 36-9, 91-4. Ag., O. '05.

"Annotation deals with matters of fact, not with matters of opinion. . . . Criticism, either direct or implied, is inadmissible. . . . Annotation is meant to lay before the enquirer the character and scope of the book. Everything included in the note should therefore, be to that end, and all extraneous matter rigorously excluded."

Practical work of annotation. E. A. Savage. Lib. World. 7: 313-21. Je. '05.

If the labor of annotating is properly divided much of the work can be done by juniors and seniors. The junior will look up data, mainly to help the cataloger, and enter it in a cataloging process slip. The next step is for a senior to enter on a card points about the author's qualifications, subject, point of view or aim, edition, locale, principal characters, ap-

pendices, imprint, sequels, index, comparison, period, previous publications, basis. The librarian then revises the slips. By working thus a junior and a senior can write notes for about twenty non-fiction books per hour.

Short discourse upon the existence of annotation and annotation. S. T. Ewart. Lib. World. 9: 158-60. N. '06.

Examples of annotation by an enthusiast whose zeal is not tempered by discretion.

Value of annotation in catalogues and book lists. E. Geen. Lib. Assn. Rec. 8: 444-9. S. '06.

In no department of library work "has lack of enterprise been more noticeable than in the production of catalogs, book lists and other literary aids." The majority of catalogs for a long time only gave the bare information contained on the title page. "My plea is for more descriptive cataloging or annotation. . . . In looking over one of the best examples of dictionary catalogs I am acquainted with, the following entries appear, which I think most of you will agree are quite insufficient. . . . A Life's decision, by Allias, conveys nothing definite, and the same may be said of the entry, Our brothers and sons, by Reaney. These entries stand in need of some explanatory note. A further entry, Attic life and manners, might to the average reader suggest a discourse on garrets instead of on Greeks. . . . In another catalog I find such bald entries as Bad times, by A. R. Wallace, Turbans and tails, by Bamford, New studies in old subjects, Discussions and arguments, Foundations, and A forbidden land, all of which give no clue whatever to their contents. . . . A further instance where annotation would have been beneficial is provided in the case of a reader—an enthusiastic student of entomology—who selected from the catalog a book entitled London insects, only to find that it related not at all to his favourite study, but dealt with the child-life of London slums." In Joseph McCabe's Twelve years in a monastery "the note would be that it is 'mainly a criticism of the Romish system, by a seceder.' . . . Percy Alden's The unemployed would appear in most library catalogs where annotation is not practised with the bare author, title, date and number only. Such an entry supplemented by a concise note stating that the author advocates the establishment of a government department, farm and labor colonies, grants to trade unions' unemployed, a shorter working day, etc., is rendered of infinitely greater value to readers. . . . How far annotation should go, and how it should be carried out, demands some consideration. In the first place, I am of opinion that it should be mainly 'descriptive,' that is, the making known of a book's contents. Criticism, if indulged in at all, should be strictly subordinated to description, for the chief information readers want is some idea as to subject-matter. Then if criticism is introduced there is always danger of the annotator inflicting his own personal tastes and opinions, which in many cases will be contrary to those of his readers. For this reason criticism, except of a very general nature, is best left alone. In the preparation of annotations much skill is required. Even when it is only a case of selecting sentences from some review or literary journal nice discrimination is necessary, and in many cases condensing and recasting of information will be required, all of which calls for ability to do neatly and successfully. Only those who have attempted this kind of work have any idea of the labor involved in trying to describe in a couple of lines or so the theme of a book. But whatever the labor involved it is certainly productive labor, judging by the better use made of books selected from annotated lists."

Architecture. See Buildings.

Arrangement, Alphabetical. See Alphabetical arrangement.

Art department.

See also Pictures.

Art libraries. *Nation*. 83: 197-8. S. 6. '06.

Notes from the art section of a library with hints on selection and buying. Charles Ammi Cutter. (*American library ass'n. Library tract*, no. 5.) D. 22p. 5c. '05. A. L. A. pub. board.

The main objects of the art section are "(1) to recreate, rest, please; (2) to instruct, enlighten, satisfy the desire for knowledge; (3) to improve, elevate, morally and spiritually; (4) to inspire, vitalize." As a guide to selection you must "ascertain whether your public has any definite art character, any knowledge of art, any traditions of art study and taste." When the art department was inaugurated in Northampton no special attention had been paid to art by the people of the city. As a first step photographs were written about in the newspapers, and art was forced on the people. Now there are five clubs studying art and there is an art teacher in the schools. Mr. Cutter tells how to prepare one's self to know art and how to select wisely for the various departments of an art section.

Subject groups for illustrated works. W. M. Merrill. *Pub. Lib.* 10: 173-4. Ap. '05.

Use of art books. K. Patten. A. L. A. *Bull.* 1: 179-83. Jl. '07.

The art book-room serves the student in studying the history and technique of art. To protect the book while tracings are made, transparent gelatine plates are placed between the book and tracing paper; the bottle of ink is placed in a much larger vessel, while the student is allowed plenty of table room. Students are asked to remove gloves and are provided with a lavatory. "A very useful adjunct to the main catalog is the picture catalog, wherein are indexed briefly the most important pictures in the art periodicals, the great galleries, and such other collections as are of a miscellaneous character." A series of exhibits helps attract new users of art books. Architecture and decorative design for industrial art are two lines in which an art library should be of special use in a community and along which its development should be pushed.

Art galleries.

Civic relations of libraries, museums and art galleries. *Lib. J.* 30: 22-3. Ap. '05.

Assembly halls.

New York public library assembly halls. M. J. Simkhovitch. *Char.* 15: 885-6. Mr. 17, '06.

Libraries are maintained by taxation. Then the buildings should be freely used by the community. The library should be a neighborhood center. The halls may be used for "loan exhibitions of good pictures, flower shows, exhibitions by the Board of health, the Tenement house department, the Department of public charities, the Park department." "The halls ought to be open for the free discussion by the neighborhood of its neighborhood needs."

Assistants. See Librarians and assistants.
Auction sales. See Book buying; Book prices.

B**Bancroft library.**

Some of the material in the Bancroft library. *Pub. Lib.* 11: 60-1. F. '06.

Bequests. See Gifts and bequests.

Bibliographical society of America.

Opportunities for bibliographical work. W. C. Lane. *Lib. J.* 31: 118-9. Mr. '06.

Proceeding and papers. vol. 1, pt. 1. 1904-1905. Q. 7-106p. pa. '06. Printed for the society by the Cheltenham press, N. Y.

Bibliography.

Aids to readers: printed and mechanical. W. B. Thorne. *Lib. Asst.* 5: 196-9. D. '06.

These aids consist of bibliographical works, reading lists and bulletins, etc. Of course the catalog is the prime guide. Annotated lists are very helpful.

Bibliographic exchange. E. F. McPike. *Lib. J.* 30: 857-8. N. '05.

Bibliographic needs and possibilities. E. F. McPike. *Dial.* 40: 78-9. F. 1, '06.

A bibliographic clearing house is needed in America to centralize bibliographic work. An American bureau of bibliography might undertake an international catalog of technological literature, and a new bibliography of bibliographies. "The general summing up of knowledge and the saving of time that such an index would insure, are elements too important to escape the attention of thinking people." "The existence of a central bureau of bibliography would facilitate intercommunication between investigators and the exchange of data relating to monographs wanted or in preparation."

Bibliographical aids in the public libraries of Bristol. L. A. Taylor. *Lib. Assn. Rec.* 8: 218-9. My. '06.

Bibliographical aids to the use of the current literature of science. C. J. Barr. A. L. A. *Bull.* 1: 129-32. Jl. '07.

Bibliographical guides. W. D. Johnson. *Pub. Lib.* 10: 117-8. Mr. '05.

Bibliographical notes on historical composition. W. E. Foster. A. L. A. *Bull.* 1: 187-90. Jl. '07.

Bibliography and cataloging: some affinities and contrasts. F. L. Tolman. *Pub. Lib.* 10: 119-22. Mr. '05.

Bibliography is ideal cataloging, though it is always particularized, more special than the catalog. It is intended to meet special needs, particular questions.

Bibliography in America. W. C. Lane. *Dial.* 38: 76-8. F. 1; Same. *Pub. Lib.* 10: 111-3. Mr. '05.

Bibliography in Canada. L. J. Burpee. *Library*, n.s. 6: 403-11. O. '05; Same. *Pub. Lib.* 12: 401-5. D. '07.

Co-operation in bibliographical research. E. F. McPike. *Dial.* 38: 226. Ap. 1, '05.

Greenwood's library for librarians. *Lib. J.* 31: 272-3. Je. '06.

List of bibliographies contained in United States public documents from June, 1903, to May, 1904. *Lib. J.* 30: 287-8. My. '05.

Manual of practical bibliography. James Duff Brown. O. 175p. *75c. '06. Dutton.

Need of an American bibliographical institute. *Pub. Lib.* 10: 24-5. Ja. '05.

Bibliography—Continued.

Notes on the bibliography of library economy. A. G. S. Josephson. Pub. Lib. 10: 122-3. Mr. '05.

Opportunities for bibliographical work. W: C. Lane. Lib. J. 31: 118-9. Mr. '06.

Plea for an international catalog of technological literature. F: J. Teggart. Pub. Lib. 10: 114-5. Mr. '05.

Practical bibliographies. A. Keogh. A. L. A. Bull. 1: 35-9. Jl. '07.

"The function of practical bibliography is to facilitate research and define the boundaries of knowledge. Bibliographies are limited in scope "by territory, by period, and by subject." Trade lists are regional bibliographies which record the books published within a given territory. They usually have also certain chronological limits. It is in subject matter that bibliographies vary most. Another difference is in their internal arrangement. A third great difference is in their completeness, accuracy and value. "It is, largely because the historians of earlier days did not employ all the documents, but only those on which they could lay their hands, that their works are without scholarly value. . . . A complete and accurate list of titles is . . . only the indispensable beginning of a bibliography. The user is still compelled to consult and analyze each work in order to discover the parts of value to him. . . . Those bibliographies are of the most use that give after each title a note explaining the scope, method, or conclusions of the work. . . . Critical annotations should tell the author's qualifications for his task; his attitude toward his subject; his defects, errors and limitations, with references to the necessary supplementary reading; and the particular purpose, and class of readers, to which a book is best suited. . . . From this conception of bibliography, it follows that most of the lists now in use are not bibliographies at all, but only attempts toward bibliographies; and further, that librarians in general are not competent to make bibliographies. To personally examine all the books in the field, to make a list which shall omit books once of repute but now obsolete, and shall include old-fashioned books that are still valuable for erudition or criticism; to know how far a book is original and how far an echo; to avoid hasty critical judgments, especially in current literature; to make judicious quotations; to suggest proper methods of use and the best order in which books should be read; to make a list which a scholar may be glad to consult and a beginner will find indispensable; these are tasks from which any of us might shrink. . . . A library should build up its bibliographical collection as fully as possible, and see that readers use it constantly. It is a great mistake to place the bibliographies in the librarian's room, the catalog room or other out of the way place." Bibliographies are indispensable in selecting books, in compiling reading lists, and in indicating a field of knowledge yet untitled.

Practical bibliography: notes on the making of printed book lists. A. H. Leyboldt. Lib. J. 31: 303-7. Jl. '06.

"The first practical thought in cataloging and list-making . . . must go to the constituency for whom the special work is intended. If it is to be a practical working tool for booksellers, for instance, the details of authors' names and pseudonyms, popular references and cross-references, entries of titles under catchwords instead of accurate title, must all be considered." Then finances must be considered and invention, makeshifts and originality must come into play to keep the cost down. Help is an important item. Often inexperienced assistants do as satisfactory work as trained helpers. A summary of methods used in mak-

ing up the Publishers' trade list annual index is given, also a history of the work done on the American catalog and the Publishers' weekly.

Preparation of bibliographic data for the American political science association: report. C: McCarthy. A. L. A. Bull. 1: 214-6. Jl. '07.

Serial bibliography of bibliographies. Pub. Lib. 10: 123-5. Mr. '05.

Service of Henry Bradshaw to bibliography at Cambridge. Lib. World. 8: 60-4. S. '05; Same. Lib. Assn. Rec. 7: 392-403, 473-81. Ag.-O. '05.

Suggestion for an international bibliographic exchange. E. F. McPike. Science, n.s. 23: 547. Ap. 6, '06.

"The writer recently suggested that a bibliographic bulletin be issued by the Library of Congress to disseminate bibliographic intelligence, prevent duplication and incite cooperation . . . Let the various historical and scientific societies adopt and distribute, in duplicate, a uniform blank calling for reports (titles and scope) of special bibliographies in preparation. Nearly every investigator is compiling a reference-list more or less extensive. The societies, upon receiving reports, should preserve the originals and transmit the duplicates, if of a scientific character, to the Smithsonian Institution of Washington, or, if not of scientific import, to the Library of Congress . . . A growing list of special bibliographies in preparation would be very useful and would aid greatly in the general diffusion of knowledge."

Thomas Greenwood library for librarians at Manchester. W: E. A. Axon. Lib. Assn. Rec. 9: 302-6. Je. '07.

Use of natural history books. E: J. Nolan. A. L. A. Bull. 1: 123-8. Jl. '07.

An attempt "to indicate to those not familiar with the specialties of the naturalist a few of the bibliographical aids to which he may have recourse in the conscientious performance of his work."

Binding and repairing.

See also Leather; Marking books.

Better bookbinding for libraries. H: E. Bliss. Lib. J. 30: 849-57. N. '05.

"Books usually break in one of three ways: 1. the joint or hinge parts . . . [and] the cover pulls away . . . 2. leaves or sheets are loosened, [and] torn away . . . 3. hollow backs come off and . . . the boards separate." Hollow backs continue in vogue for the sake of the gilding. Tight-back bindings are the most permanent for books in constant use. Excess of glue causes the inflexible back to break and often forces a section out. For permanent use binding on sheet stock is most economical. Sewing two sheets on is a cheat when there are less than four bands. When a book is dilapidated overcasting or whipstitching is necessary. Large illustrated books should be overcast into sections before they are sewed into book form. "In leather and duck bindings the bands should always be fastened into the boards—laced in." Tape bands should be inserted into split or double boards and glued. . . . The joint should be strengthened by a hinge of silesia or muslin." For a strong joint Mr. Chivers uses "Three strips of linen, one pasted on the top of the end sheet, the second reinforcing the end-paper, the third, the hinge proper." Persian goat skin, buck, and modern sheepskin are not durable leathers. Cloth is better than parchment for corners. Full specifications should be given to binders.

Better bookbinding for libraries. H: E. Bliss. Pub. Lib. 11: 204-9. Je. '06.

"The chief infirmities of modern book-bind-

Binding and repairing—Continued.

ing are assignable to . . . the poor quality of most of modern paper, imperfect sewing, lack of flexibility in the back and joint, weak attachment of the book to its cover, and the perishable material used for covering." Books should not be sewed two sheets on except in larger books, which require more than five bands. Inflexibility is mainly caused by using too much or too stiff a glue, or "the glue is allowed to penetrate too far between the sheets." Another fault may lie in the whip-stitching. "Inflexibility is sometimes increased by the saw-cuts being too deep, or by their gathering too much glue." Tight backs undoubtedly wear longer than the ordinary hinged cover with the hollow back. In selecting leathers for coverings, care must be taken to see that sulphuric acid has not been used in the dyeing processes. Sheepskin and calfskin do not stand long wear. Persian goatskin exposed to the air for 20 years crumbles at the slightest touch. Pigskin of natural dye is good, levant is better and costs no more. The librarian has need of knowledge and judgment in regard to binding. "In preparing books for the bindery, the required sewing, joint, materials, etc., should be specified for each book, or lot of books, with reference to the size, quality of paper, condition of the book and its probable use, sometimes its value or literary character." Explicit and detailed yet concise instructions should be given the binder and he will give better service knowing that his work is scrutinized.

Binding and repairing at Worcester county law library. Lib. J. 30:933. D. '05.

A small plant was installed and repairing was done at an average of 50 cents per volume, binding at 65 cents per volume. Processes gone through in repairing are given.

Binding, historic and artistic. R. W. Adams. Pub. Lib. 11: 289-93. Je. '06.

Mr. Adams gives an interesting account of binding in earlier times and in many countries and closes with an account of the artistic binding done in the United States to-day. "It is surprising to find how little the processes of putting a book together by the best hand binders of today vary from the methods in use 14 or 15 centuries ago. The materials have changed and the workmanship of today is much more accurate, neater and more finished, but the essential principles, the foundation of binding, do not differ greatly."

Binding kit. Pub. Lib. 12: 237. Je. '07.

"A list of things required in taking the binding course offered by the New York library school at Albany."

Book repairing. C. Field. News Notes of Cal. Lib. 2: 105-8. F. '07.

Do not use glue for repairing any book that is to go to the binder's later. Use long handled paste brushes and keep them soft by soaking in alcohol not water. Home made flour paste with alum to keep it fresh is cheaper than library paste. It can be made once a week. When covers are loosened from the back remove anything which you have pasted inside. Then "carefully slit the edge of the cover nearest the back of the book. Take a strip of book muslin and paste a generous edge to the back of the book. When it becomes thoroughly dry cover the other side of the muslin strip with paste and with a thin-bladed knife, or similar tool, force the strip into the slit." After the book is dry put on new cover facing and fly-leaf. Paper for fly leaves may be obtained from almost any printing house. "A loosened leaf may be either tipped with paste, and carefully crowded back into place, or it may have a narrow strip of paper pasted to it to form a hinge." Use onion paper for repairing torn places. An emerald eraser is good for cleaning the inside of a

book. "Two applications of diluted oxalic acid, applied with a camel's hair pencil with the use of blotting paper is said to remove all traces of ink stains. . . . Alcohol will freshen a cover which is not badly soiled, and ammonia much diluted will remove a great deal of dirt, and also the color, unless you are very careful." Apply both with a brush. Ivory soap and water and a soft rag give good results. To restore covers apply a thin coat of shellac thinned with grain alcohol. When the back of a book cover is torn recover it with paper cambric. "First cut a piece of rather heavy paper slightly longer than the height of the book and wide enough to permit the edges to lap onto the covers about three-eighths of an inch. Next cut a piece of cambric an inch longer and an inch wider than the paper. Paste the two together, leaving equal margins on all sides. Turn both ends of the cloth over the paper and paste securely. The cambric stretches when it is wet; therefore, if the edges at the sides become uneven trim them and then paste the whole to the back of the book. . . . White ink is good for marking the backs of the cambric covered books, and gold ink for nicer work." If the entire book cover is shabby "cut three pieces of the cambric, one for the back and the other two for each of the covers allowing margins on all sides for turning in. Cover the back, using the strip of paper as was described. When ready to do the covers, turn in the edge of the cambric which is to go nearest the back, and paste. Cover the original cover of the book with paste, then put on the cambric, smoothing out the wrinkles with the palms of the hands. Before turning the edges over the board cover, cut away the superfluous squares of cloth at the corners. Be very careful, or you may cut too much. Turn the edges over and paste down, taking particular care at the corners, for this is where the cover wears shabby so quickly. If the book has two or more fly-leaves, very often you can save much time and still have your work look well, if you turn the first leaf back and paste down the cover facing. If this cannot be done, cut a new facing and fly-leaf from a single piece of paper. When the cover is dry, shellac the whole; and when that is dry do the lettering."

Book surgery in libraries. Pub. Lib. 11: 311-2. Je. '06.

In lettering the binder first brushes the place where the letters are to stand with egg. Gold leaf is put on over this. Then with the heated pallet in which the right letters have been inserted the name is stamped in.

Bookbinding. J: C. Dana. Lib. J. 31: 182-3. Ap. '06.

The Newark library finds the following materials good: "For much-used books half red cow with imitation leather sides, which can be washed; for less used books English imperial morocco cloth, or for a cheaper binding dark blue art canvas with gold lettering; for reference books not much used half best morocco; for newspapers half duck with cloth sides."

Bookbinding: a suggestion. J: W. Singleton. Lib. World. 8: 289-90. My. '06.

Mr. Singleton discusses the question of buying books in sheets from the publishers, the library then doing its own binding.

Bookbinding and book-production. C. J. Davenport. Lib. Assn. Rec. 7: 553-4. N. '05.

The earliest records were cut in rocks and consequently had no form of binding. Later papyrus was used and rolled and these rolls presently developed into books. "The real precursors of our rectangular bindings were to be found amongst diptychs, which were found in Pompeii chiefly, and were called diptychs because they were double, just like a small child's slate, but hinged at the back. They were made of wood, lined with blackened wax, and on one of them was found the earliest known Latin

Binding and repairing—Continued.

inscription, a record of a payment, dated A. D. 55." Leather bindings were used about the middle of the fifteenth century. They were stamped with cameo stamps. "In England the books were sometimes bound in embroidered velvet. At the end of the fifteenth century the curious art of gold-tooling, which had been known long before in the east, came to Europe. It probably came through Venice, which had a large trade with the east. Some of these bindings were very beautiful, and the Venetian gold-tooled bindings of the late fifteenth century were still paramount. At all events, gold-tooling began with the Italians. From the continent it reached England in the reign of Henry VIII. From that time onwards it has been practised in England and France."

Book-binding as a school craft. G. Stiles. El. School T. 8: 29-35. S. '07.

Bookbinding exhibit at Springfield, Mass. Pub. Lib. 10: 359-60. Jl. '05.

"The exhibit illustrated the successive stages through which a book must pass in the process of binding . . . the different methods for binding . . . [and] some of the materials used by binders . . . such as tools for lettering, different kinds of glue, strings, tape, headbands, gold lifter, and cloths, besides a large collection of end papers, some of which are William Morris designs."

Bookbinding for bibliophiles. F. W. Battershall. O. 132p. \$2.50; \$5. Literary collector press, Greenwich, Conn.

Technical features of the well bound book for the aid of connoisseurs, are given with a sketch of gold tooling, ancient and modern.

Bookbinding for libraries. J. C. Dana. Pub. Lib. 11: 287-9. Je. '06.

The test of a binding is "the ratio of its cost to the number of times the book it covers is lent" before being discarded. Binding from publishers' sheets pays better in the end than buying books already bound and then having them rebound when they are worn out. One of the essential things in binding is to secure ease in opening. "A book that opens out easily and lies flat without being pressed or held in position, will probably keep clean and whole for more than twice as many lendings as one that is held together tightly at the back. . . . The sum of all my observations is, the best is the cheapest. If a book is worth binding let it be bound by the best man available."

Bookbinding from the librarian's standpoint. W. K. Stetson. Pub. Lib. 11: 300-1. Je. '06.

After a good many experiments it was decided that the Brooks' binding and the best quality of imperial morocco cloth gave the best satisfaction. Quartos and folios are best bound in duck. "Genuine turkey morocco seems to be the only good leather for permanent bindings. . . . The cloth joint to which is attached the first and last signature is one of the most valuable features of a binding." With this laced bands are superfluous.

Bookbinding in England. C. Davenport. Lib. Assn. Rec. 9: 19-23. Ja. '07.

A description of the various styles of bindings made in England from the sixteenth century down to the present time.

Bookbinding: orders and checking. H: T. Coutts. Lib. World. 10: 113-8. S. '07.

Description of binding exhibition at Newark, N. J. G. Ashley. Pub. Lib. 10: 357-9. Jl. '05.

Formulas for bookbinders. L: H. Kinder. Q. 115p. \$25. '05. Roycroft.

Hints on bookbinding. H. W. Reid. Pub. Lib. 12: 63-4. F. '07.

Too much gold makes a book look cheap. Use but little filigree work on the back and sides of a book. Raised bands give a book a rich appearance. In lettering "use the largest, full-faced letter which the book will take without crowding." Omit the abbreviation vol. Put the date on the bottom panel of the book. "For the volume and date the heaviest and most extended type should be used." Slim letters are hard to read and look cheap. Use plain type on the back of a book. Ornamental type may be used on the side. Have the binder keep rub-offs of the various serials the library contains. This will save trouble to both binder and librarian. Keep books newly bound under pressure till they are seasoned and the covers will not warp. Care should be taken in opening a book the first time. Use paste not mucilage or glue in repairing a book. Do not cut the leaves before sending magazines to a binder, and do not "pull the book to pieces or remove the advertisements. The binder prefers to do that himself."

Home binderies. H: T. Coutts. Lib. World. 10: 150-4. O. '07.

Only the larger libraries can afford to install complete binding plants but there are few libraries which are not justified in maintaining a repair department. A list of tools and appliances and materials needed for such a repairing department is given.

Home bindery or repairing department. H: T. Coutts. Lib. World. 9: 233-6. Ja. '07.

"A small bindery or repairing department, under the control of an assistant who understands the technique of bookbinding" is a profitable investment for a small library. This does not mean a complete plant for, except in the case of large libraries, it is more economical to have the binding done by an outside firm. Put "the value of having even the smallest repairs done by one who is learned in the art of wielding the pastebrush cannot be over estimated. . . . Many a book has its life shortened through incompetent repair." Repairing is greatly facilitated when done at home and in addition to this economies may be effected by the making of periodical covers, the mounting of maps, the manufacture of files and the like." To have the class number put on the backs of books in gold is the only satisfactory way and an intelligent assistant can easily learn to do this. A finishing outfit for this work is an item of expense in the beginning but pays for itself in a short time. The initial cost of the plant and finishing apparatus will be about \$75. This does not include materials the cost of which is very small however. The result of such a department at the Croyden public libraries has been very gratifying and a strong argument in favor of the general adoption of a home binding department.

Information about bookbinding. Pub. Lib. 10: 177. Ap. '05.

Interpretation of styles and technical terms in fine bindings. Pub. Lib. 11: 432-3. O. '06.

Learning bookbinding as a recreation. Spectator. Outlook. 87: 565-7. N. 16, '07.

Leather for binding. See Leather.

Library binderies. E. R. N. Mathews. Lib. Assn. Rec. 8: 73-8. Mr. '06.

The Bristol, England, library began doing its own binding in 1893 by utilizing the services of one man. This was found an economical and convenient arrangement and more help was added later. During the year ending with March, 1906, one binder and two sewers bound and repaired a total of 5,176 volumes at a net cost of a little over 9d. per volume. Books needing

Binding and repairing—Continued.

very slight repairs are done by the ordinary staff. "The machinery and plant has been purchased for the most part at second hand prices." Whole and half calf leather, though long favored, does not stand the effect of gas and bad ventilation. "True economy lies in employing the best description of binding in the first place. . . . Morocco, pig-skin and stout roan have the advantage over others for reference and higher class books, while morocco, buckram and canvas cloths may be largely drawn upon for general work and repairs, as well as for certain books which are rarely consulted in the reference library. We have learned to avoid the many imitations of good leather, such as Persian and tanned sheepskins, which have not been found suitable for the purpose. . . . Mr. Lawton is in favor of using the best materials obtainable, and on this point I agree with him. For the reference library he claims a preference for cape morocco or levant-grained seal, and for the lending library books, principally seal. He adds: 'The main, if not the sole reason why a library should do its own book-binding, is that it may secure the best work at a reasonable rate.' "

Method of sending books to bindery.
Pub. Lib. 12: 237. Je. '07.

Modern bookbindings: new designs and decorations. S. T. Prideaux. O. 131p.
**\$3. '06. Dutton.

Notes from the A. L. A. committee on bookbinding. A. L. A. Bull. 1: 10-2.
Mr. '07; Same. Lib. J. 32: 167-8. Ap.; Same. Pub. Lib. 12: 186-7. My. '07.

"It is usually inadvisable to mend books in the original publisher's binding. Loose leaves or illustrations may be tipped in if the work is carefully done, but no attempt should be made to fix loose signatures, and on no account should paste be put on the back of the book. If this is done, it will be impossible to have the book rebound so that it will wear well. . . . Do not resew and put back in publisher's covers. . . . Do not wait till the book falls apart before sending to the bindery. . . . The first and last signatures which receive the most wear, and in which most rebound books give way first, should be guarded with muslin. End papers should also be guarded with muslin. . . . All torn leaves should be carefully mended. Always use paste, never use glue or mucilage for this kind of work. . . . Sew on tapes, using three at least. It is sometimes difficult to get binders to use tapes instead of bands, but tapes should be insisted on. . . . Books should be trimmed as little as possible. . . . Leather backs should be used, preferably American cow-hide. . . . Binders should be cautioned against using too much glue."

Notes on bookbinding for libraries. J. C. Dana. D. 114p. il. 75c. '06. Library bureau, Chicago.

The various processes of binding are described and binding materials suitable for books to be subjected to different kinds of use are given. The librarian is advised to learn as much as possible about the mechanical details of book-making, as well as to be familiar with literary values, popularity of books, and values of editions. The processes in making paper are given, and notes are made on different leathers. The repairing of books is discussed and a list of machines and tools necessary for repair work is given.

Notes on materials for library bookbinding. G: A. Stephen. Lib. Asst. 5: 143-6, 162-4. Ag-S. '06.

A reprint of this article will be found in *Library Work*, Vol. 1, no. 4, pages 72-75.

Old craft in the school-room. C. M. Coburn. il. Outlook. 83: 731-4. Jl. 28, '06.

Practical book-binding. M. L. King. il. Int. Studio. 32: sup. 120-34; 33: sup. 21-34, 63-70, 116-20, 153-8; 34: sup. 38-44. O. '07-Mr. '08.

Tools and apparatus, materials, leathers and methods of doing work are all explained in detail. Illustrations make the processes easily understood. It is indeed a practical treatise.

Practical bookbinding. P. Adam. O. 192p.
*\$2.50. '04. Van Nostrand.

Preparing for the binder. M. R. Caldwell.
Pub. Lib. 11: 302-3. Je. '06.

When a sample volume of a magazine is sent to the binder he should take an "exact copy of the back of each book—title, year, month, abbreviations, volume number, book number, lining, spacing, type, material, color—everything in fact, pertaining to each periodical." This will help to attain uniformity in sets. "Many librarians make out slips for each periodical" giving the title, date, year, month, volume, etc., indicating the color and material on the side or back of the slip. A better way is to make out exact forms on catalog cards leaving the volume number and year so that they can be changed as the volumes are sent.

Preserving old book bindings, or re-binding old books. il. Library, n.s. 6: 208-11. Ap. '05.

Mr. Cedric Chivers has found that vellum if left unstretched can be prepared so that it becomes tougher, less liable to warp, and nearly transparent, so transparent in fact that when used to cover an old binding, coloring and tooling can be seen through it. Vellum thus treated is called vellucut.

Repairing books. Pub. Lib. 12: 124-6. Ap. '07.

"When a book looks dilapidated. . . . Consider these questions in regard to it: Is it worth repairing? Should it be covered? Should it be rebound? Should it be discarded?" To take off worn or soiled labels apply a mixture of two parts water and one part ammonia and let soak several minutes. Then take off with a dull knife. Use Denison's round gummed labels. Moisten slightly and press and work the label down until it has set all over, then cover with thin collodion or shellac. "Leaves can be inserted in three different ways: (1) Fold half-inch strips of bond paper in the center lengthwise, along the grain. With a small brush apply paste to this strip. Attach half of it to the edge of the loose leaf and the other half to the adjoining leaf, close in by the fold. Cover the strip with paste evenly but sparingly and quickly, stretching it as little as possible. . . . (2) Draw a soft piece of twine over a board which has received a thin coat of paste; then pull this cord through the back part of the book where the loose leaf is to be inserted. This leaves in the book just barely enough paste to hold in the loose leaf. Lay the loose leaf in place, close the book and let it dry. . . . (3) On the back of the loose leaf put a little paste. Lay the leaf in place and close the book." In loose back books loose sections may be sewed in by using a darning needle three inches long. In tight back books sew the signature to a guard of bond paper three-quarters of an inch wide and paste the guard to the leaves adjoining the loose section. In mending loose joints a piece of guard muslin an inch and a quarter wide may be pasted to the cover and fly leaf; or better still take the book entirely out of its covers, sew in new end sheets and glue a new piece of muslin over the back and half an inch on to the sides. "Then cover with paste the back and the end leaves or sheets, which now

Binding and repairing—Continued.

become lining papers, and put the back again into the case." For cleaning soiled books "mix two parts of good vinegar with one of water and apply with a clean, unbleached muslin cloth. Rub hard until the dirt is removed. . . . Vinegar is somewhat injurious to leather. . . . To make good paste: Stir up flour in cold water, adding a little water only at a time, until it is perfectly smooth; pour boiling water on this and stir again until the first mixture is thoroughly dissolved and then bring all to a sharp boil. The proportions of flour and water vary with the thickness of the paste desired. . . . Paste must not be used if not in good condition."

Report of the committee on bookbinding, 1906. G. F. Bowerman and others. Lib. J. 31: C130-9. Ag. '06.

The committee recommend Mr. Dana's Notes on bookbinding for libraries. The United States department of agriculture is making a series of tests on leather and paper and the results of their work will soon be available. Publishers have been asked to issue a certain number of copies of their books in a special library binding and some are willing to do so provided they can have a guarantee that such an edition will be purchased by the libraries. Many libraries own their own binding establishments and find the results very satisfactory; others have the work done by contract. The average price for rebinding seems to be 40 cents for half leather and 35c. for cloth. An appendix to the report gives the equipment needed for a small bindery.

Report of the committee on bookbinding, 1907. A. L. Bailey. A. L. A. Bull. 1: 110-6. Jl. '07.

Trained person in charge of condition of books. F. L. Rathbone. Pub. Lib. 12: 236-7. Je. '07.

The members of the East Orange, N. J., staff who are doing the mending have spent two Saturday afternoons at a Newark bindery and the improvement in the quality of work done is very noticeable. Mr. Rademaekers, of the bindery visited, offers a course of 25 lessons to any who are not intending to become professional bookbinders. The tuition fee including material is \$25. An intelligent member of a staff so trained will return her salary in less than two years in a library of 20,000 volumes.

Value of a bindery in a small library. H. F. Marx. Lib. J. 30: 796-7. O. '05.

The Easton (Pa.) public library has installed its own bindery at a total cost of \$177.30, and finds "the time saved by discarding makeshift and temporary methods of repairing for more thorough and professional methods can be utilized by binding the back numbers of the magazines. During fourteen months 2544 volumes have been repaired at a total cost of .017 cents a volume, not counting the time required to do it. 293 books have been reserved and rebound at a cost of four cents a volume. The local binder's charge would have been 35 cents a volume. "The experiment has demonstrated that a bindery lessens the running expenses of a library, lengthens the life of its books, and withdraws them a shorter time from circulation. No additional assistants need be hired to operate it. No more hours than before need be devoted to the repair work; the cost of installing the plant is slight—it will pay for itself in less than two years; and the assistants can be gradually trained by sorting the books to be repaired so as to give them graded work illustrative of each lesson until at the end of six months they will be able to do all the ordinary binding of the library."

What constitutes a well bound book. Pub. Lib. 11: 431-2. O. '06.

"Strength and flexibility are the prime req-

uisites of sewing. The backs of the sheets or sections should not be sewn to let in the cords, but cords or bands, are preferably laid on the back and the needle and thread passed through the sections and around them. The next more important stages are the gluing, rounding, and backing of the volume, to make it ready to receive the boards, which are laced to the book by the projecting ends of the cords on which it is sewn. The fixing of the end papers, the squaring of the boards, the preparation of the edges, the working of the headband—which should always be done in silk and by hand—are details of great importance to perfect workmanship."

Year's record in bookbinding. M. L. King. N. Y. Times. 12: 28. Ja. 19, '07.

The recent development of the art of binding in the United States is noted. Bookbinders are of two classes, amateurs and professionals. "The training of a good bookbinder is as follows: A course of tuition extending anywhere from two to four years, the time given to this work to be not less than from three to four hours daily. . . . The foundation of all good finishing is that the preliminary leather work be well and substantially done. This takes a vast amount of experience and involves much detail combined with great accuracy. . . . A person who is already skilled, perhaps, in manual training and the use of tools, has been educated in designing, and is wide awake generally, will need less instruction to arrive at a given point than another person who starts in with the handicap of never having used a tool and without knowledge of the elements of design, etc."

Blind.

Books and libraries for the blind. R. C. Moon. Lib. J. 30: 269-74. My. '05.

A history of the development of making books for the blind, of schools for teaching the blind to read, and of the placing of books for the blind in public libraries.

Books for the blind. E. R. Neisser. Lib. J. 31: C78-82. Ag. '06.

A short history of the progress of work for the blind is given. The work should not be merely the exchanging of books and keeping statistics. Each person should receive individual encouragement. Cooperation between libraries and home teaching societies should be secured. Free transportation of books thru the mail helps many who formerly were unable to pay postage. The broadest privilege should be given in regard to time limits and no fines should be charged.

—Discussion. Lib. J. 31: C224-9. Ag. '06.

Braille library at Oxford. J. L. Dongan. Lib. J. 30: 283-4. My. '05.

Card catalogs for blind readers. A. E. Bostwick. Lib. J. 30: 475. Ag. '05.

Library work amongst the blind. J. Thomson. A. L. A. Bull. 1: 46-7. Jl. '07.

"What I desire to advocate is that a well-planned scheme of cooperative work by the public libraries in each and every state in the union be put into operation. . . . The first thing is to collect sufficient funds to purchase a large number of embossed books and in this way to provide reading and music of a widely varied character for the blind of each state." Then a complete list of the blind within its territorial scope should be obtained by each library. These lists can be readily obtained by making application to the mayor of each town. "After their names and addresses are so obtained, a circular to the blind would readily notify them of the library, and experience has shown that the blind and their relations are more than ready to ask for the benefit of books."

Blind—Continued.

Library work for the blind. E: A. Allen. Char. 15: 641-5. F. 3; Same. Lib. J. 31: 8-11. Ja. '06.

"Library work for the blind is growing rapidly. . . . The blind of any community have the same right to a proportionate amount of free reading matter as have other citizens of the community." If the blind will not go after books nor send friends for them then the library should send the books to readers. Free franking makes this possible and practical. Each library should also "employ one or more teachers to go to the blind in their homes to teach them to read. Home-teaching work is by far the most effective agency to increase the number of readers and the consequent circulation of books." The blind prefer to read at home so it is not special reading rooms that are needed. "Every means must be taken to advertise the fact that the books are available and that they will be sent on request and may be returned without expense to anyone. . . . The reading of embossed books benefits the blind more than we who have eyes know anything about; except work, it is their chief resource." Books in all embossed types should be provided but especially in the New York point or the American Braille.

Library work with the blind. N. D. C. Hodges. A. L. A. Bull. 1: 39-64. Jl. '07. The report shows what is done for the blind in various cities of the United States.

National library for the blind. A. D. Dickinson. Lib. J. 31: 218. My.; Same. Pub. Lib. 11: 308-9. Je. '06.

Mr. Dickinson proposes to establish a national library for the blind which shall undertake to send books free to any blind person in the United States. Traveling libraries of about twenty books are to be sent to any library that is willing to aid in the work, or the blind are to send directly for their books. The need for such an institution is very great. The question is how shall it be established.

Book buying.

See also Book prices; Book selection.

Book auction sales and secondhand catalogs. M. G. Wyer. Pub. Lib. 12: 53-6. F. '07.

"There are now at least three prominent firms in the United States conducting auction sales of books weekly and, at some seasons of the year, daily: C. F. Libble & Co., Boston, Mass.; Merwin-Clayton Sales Company and the Anderson Auction Company, New York City." These firms send out catalogs "far enough ahead to enable the librarian to check over and mark desirable items." Send in lists giving catalog number, author, and price bid, remembering that all bids are per volume not per set. Books are sold subject to approval. One needs a knowledge of book values to bid intelligently and this can be gained by studying the English or American book prices current. Bid only on books you need. As a general rule one-fourth the list price of the book is a good standard, tho the rule cannot be blindly followed. Learn the names of secondhand dealers and study their catalogs regularly. They often show good bargains. Subscription books can nearly always be purchased in this way not long after their first appearance. These same secondhand dealers often sell remainders at low figures. "For the librarian of the small public library I would suggest either that the catalogs of, say, three dealers be regularly received and carefully studied, or that one dealer be chosen and that a selected list of wants be sent to this one with instructions to submit the prices or fill the order as soon as possible. It will be worth while and, in addition to financial saving, the business men on your board will appreciate your efforts and will be

more ready to cooperate with you in regard to your recommendations."

Book purchasing for small libraries. W. P. Cutter. Lib. J. 30: 18-20. Ja. '05.

"The method of publishing by subscription depends for its success on the ignorance of the buyer. . . . Don't buy any subscription books from travelling agents. Don't buy them while they are being published. . . . Get some English dealers to send you their catalogs. Buy your standard authors in the good old-fashioned honest editions of the early part of the last century. . . . Don't buy expensive art books when they are published."

Book selection and purchase for small libraries. M. E. Prentiss. Pub. Lib. 11: 55-9. F. '06.

It pays libraries in these days of protected net prices to buy from clearance lists, from second-hand dealers and at auction sales. Baker & Taylor, New York, and McClurg, Chicago, issue occasional lists of new books at reduced prices. Partly worn books from the Booklovers' library are offered at 15 and 25 cents. S. F. McLean and Co., New York, send monthly lists of fiction which they sell for 50 per cent off. The Mercantile library, New York, sells novels through the Library Book Concern, 156 5th Ave., N. Y. at 30 cents apiece. Malkin and McDevitt-Wilson, New York, offer books other than fiction at low rates.

Bulletins of the A. L. A. committee on bookbuying. Lib. J. 30: 151. Mr. '05.

Methods; symposium. Lib. J. 31: 14-7. Ja. '06.

Principles and practice of bookbuying for libraries. I. E. Lord. Lib. J. 32: 3-11, 56-64. Ja.-F. '07.

Miss Lord gives a short introductory history of the attention paid to book-buying by the A. L. A. and follows this by a history of the net prices agreement between the American Publisher's Association and the American Booksellers' Association. Bookbuying is largely influenced by book selection. Book selection is in turn determined by book prices.

In buying imported books it is better for the ordinary library to order thru an importer. "It is better to have the books come in lots, whenever it is necessary to pay a notary's fee for the oath of importation. There is no duty on books entirely in a foreign language, but for English books under twenty years old there is a duty of 25 per cent. At present libraries are exempt from this duty, on no more than two copies at one importation. (A branch library counts as a separate library in the present custom house ruling.) If the copyright bill as at present drafted passes, incorporated public or institutional libraries may import free of duty one copy at a time of any authorized edition of any book in English." In buying American books do not order direct from publishers. It scatters the bills and adds the cost of transportation to the price. Do not buy subscription books of agents. Their prices are usually outrageous and in most cases there are plenty of second-hand copies on the market in a very short time. A jobber can usually give better rates than a local dealer. But if without loss to itself a library can help a local bookstore that is a benefit to his city it will prefer to do so. "The ordinary discount on books not published net or no longer net, is 33 1/3%. On technical books of this class, 20 per cent. is the usual discount. Special books are sold at special prices, which can be learned only through inquiry and experience." It is unfair to constantly send lists to several dealers for estimates. "An estimate takes time, care and trouble, all of which are money to the bookseller, and only one of the number asked gets anything in return. Ordering only the books on which his bid was lowest from a given dealer is still more unfair, as he may have been able to quote those prices only in view of the whole order." Buying from

Book buying—Continued.

auction catalogs pays best "in the matter of expensive art books or illustrated books." It is worth while to take the catalogs of one or two well-known auctioneers of books for a year, bidding on desirable items. But it would be wise to keep account, for a test period, of the amount of time thus spent and the amount of money saved." To attend a few good auctions is a matter of education to the librarian but it does not ordinarily pay. In buying this way the librarian "must compare prices, editions, and bindings in his own mind until he instinctively knows whether the price asked is a fair one. Two or three years of such reading of English and American catalogs of second-hand books and auction catalogs will give any one with a deep interest and a fair memory a knowledge of the book market that is invaluable." Orders from such catalogs should be sent at the earliest possible moment. English dealers give no discount to libraries, and most of the American dealers who print lists give none. . . . Orders from American catalogs should go direct to the dealer, and the expense of expressage or postage must be reckoned into the cost of the items ordered.

Books from English catalogs should be ordered from the same source as English books. . . . The importer's charge per shilling for secondhand books is about 27 cents. Lists of books may be sent to dealers in second-hand books with an understanding as to ordinary prices. "Half off the list price is an unusual discount for net books, though it is to be had; but half off the list price of unprotected fiction means only the saving on the ordinary \$1.50 novel of the difference between 75 cents and 96 cents, which, with transportation added, may mean no difference at all." Out of print books may be advertised for in the Publishers' Weekly and the Cumulative Book Index.

Question of purchase. W: M. Hepburn. Ind. State Lib. Bull. No. 12:2-3. Ap. '06.

Give the local dealer orders when possible especially if he is a man who knows and loves books. There are advantages in buying of a large city dealer as he will be apt to have ready for immediate shipment a large proportion of the newer books and will usually give good rates of discount. Second-hand dealers sometimes have the needed books. Librarian should keep in touch with dealers in remainders as they have had no wear and are better than second-hand books. Buying books by subscription is very expensive.

Report of A. L. A. committee. Lib. J. 30: C144-6. S. '05; Same. Pub. Lib. 10: 408-9. O. '05.

Report of the committee on book-buying, 1907. A. L. A. Bull. 1: 59-62. Jl. '07.

Book collecting.

One hundred book collectors, arranged in the chronological order of their decease. G: A. Stephen. Lib. World. 10: 194-200, 225-36. N.-D. '07.

Book lists.

Book lists and bulletins in the children's room. A. G. Whitbeck. Lib. J. 31: 316-7. Jl. '06.

Lists of books printed as book marks are very helpful for children. They do not use lists in bulletins to any great extent. When lists are posted in the room it is well to place the books on shelves or a table near at hand.

Library magazines: their preparation and production. W. C. B. Sayers and J. D. Stewart. Lib. World. 8: 147-52. D. '05.

"The reading list offers unrivalled facilities

for bringing before the public the literature of a particular subject. . . . Wherever the issue of frequent topical reading lists has been introduced, there has been an improvement in the character of the reading and enhanced public interest. . . . Primarily the reading list is topical. It is designed to guide the reader in the choice of books dealing with a current topic. Secondly, it is a guide to the choice of books on any topic. . . . The choice of a subject is largely a matter of discretion; the cardinal point to remember is that it should be one that is alive at the moment. . . . The list must be so arranged as to be equally useful to the student of the subject and to the man who simply wants to know something about it. Therefore all essential information must be given briefly, and arranged clearly. . . . Wherever possible, the arrangement of the subject headings of the classification adopted should be from general to special. This ensures that references to general works reviewing the whole of the subject, and therefore answering the requirements of the greater number of readers, are given first, and that references to other works follow in the order of their comprehensiveness."

Paragraphs and library book-lists. J: C. Dana. Printing Art. 10: 26-31. S. '07.

"That book-list is best which follows most closely the style of plain reading matter; uses a clear type of a size proper to the size of the page, length of line, and character of paper adopted; prints things in the way in which the average reader expects to find them; uses white spaces to show breaks instead of bold-face type, and clings always to simplicity and legibility."

Book prices.

Books as merchandise. C. W. Andrews. Pub. Lib. 11: 241-4. My. '06.

The effect of age on books is usually wrongly estimated by the inexperienced. "Age alone gives value only to books printed within a generation from the invention of printing." Rarity seldom gives value to an intrinsically worthless book. The condition of a book is an important item affecting its price. The most important and likewise most elusive factor is the demand for a book. The best way to determine average prices is to study the record of book auctions. The following is only an approximate formula for determining prices. One "should allow for a depreciation of about 50 per cent on all purchases upon receipt; then for a slow depreciation. Say of three or five per cent annually, this depreciation to continue indefinitely on the individual books, but to stop after a time on periodicals."

Conference on net books. Lib. Assn. Rec. 9: 269-84. My. '07.

"The reasons why in our opinion public libraries should be treated on more liberal terms than ordinary private purchasers are: 1. That they are in effect wholesale buyers, for the rate-supported libraries alone expend among them upwards of £100,000 a year on new books, varying in separate amounts from £6,000 per annum downwards; 2. That their orders are easy to execute and often include many copies of one book; 3. That replacement orders frequently enable the stock of older books to be sold after the cessation of the general demand; 4. That in many instances it is the support of public libraries which makes the difference of profit and loss upon a publication; 5. That libraries are especially desirable customers as they entail no bad debts and do not sell off their new books; 6. That nearly all second-hand book-sellers already allow public libraries a discount of 10 per cent from their catalogs."

Net book prices from the library standpoint. Pub. Lib. 10: 292-4. Je. '05.

Book prices—Continued.

Net book system. H. Barlow. *Lib. World*. 9: 397-402. My. '07.

The net price system was inaugurated because thru the practice of giving excessive discounts to the public the ordinary bookseller could not make a living profit out of his retail bookselling department. It was at the express wish of a large majority of booksellers that the net book system was established. The results show that authors and publishers as well as booksellers have been benefited by it. The public has not resented the action for it recognizes the expediency of a sound business principle, viz., the provision of a reasonable profit. In America the same thing has been done and with the same results. The American library association opposes the system tho libraries receive a discount of not more than 10 per cent on net books and 33.3 per cent on fiction. The English libraries do not enjoy this privilege.

Net prices in Great Britain. *Acad.* 71: 51. *Jl.* 21; Same. *Lib. J.* 31: 674. S. '06.

Plan of the American publishers' association adopted at a meeting held Jan. 9, 1907. *Lib. J.* 32: 20. Ja. '07.

Principles and practice of bookbuying for libraries. I. E. Lord. *Lib. J.* 32: 5-8. Ja. '07.

A history of the agreement concerning book prices entered into by the American Publishers' Association and the American Booksellers' Association.

Publishers and public libraries: a comment on the "book war." W. C. B. Sayers. *Lib. Asst.* 5: 187-8. N. '06.

Sale prices of incunabula, 1904. *Library*, n.s. 6: 173-83. Ap. '05.

Book reviewing.

Practical side of book reviewing. *Pub. Lib.* 10: 291-2. Je. '05.

Reviewing books. E. S. Barnett. *Pub. Lib.* 11: 558-9. D. '06.

The essential qualities which a successful book reviewer must possess are given in the article.

Book selection.

See also Book buying; Children's reading; Discarding books; Reference books; Technical literature.

Aids; Bulletin of A. L. A. committee on book buying. *Lib. J.* 30: 479-82. Ag. '05; Excerpt. *Pub. Lib.* 10: 362-3. *Jl.* '05.

Attractive editions of standard authors vs. cheaper ones. M. Graves. *La. Lib. Q.* 5: 65-6. Ja. '06.

"It is a well-known fact that of two standard sets, identical in reading matter, but one of which is bound in dull binding with fine print and poor paper, the other bound attractively and printed from clear, large type on good paper the latter will circulate frequently while the former will stand on the shelves year after year."

Book selection and buying. Mrs. K. M. Jacobson. *Minn. Pub. Lib. Com. Notes*. No. 5: 5-7. D. '05.

"No method seems more advantageous than the buying list corresponding to a card catalogue made by mounting annotated clippings, and adding to these the opinions of the librarian or members of the book-committee who have personally examined the books. . . . The librarian [should] watch the journals, the

various bulletins and lists; check here and there the notices, preparatory to mounting, of such books as she knows are necessary to balance this class in her library, or to supplement that; to replace an out-of-date or worn-out volume."

Book selection and purchase for small libraries. M. E. Prentiss. *Pub. Lib.* 11: 55-9. F. '06.

Book-selection committees for juvenile literature in Germany. I. Chadburn. *Lib. Assn. Rec.* 9: 56-69. F. '07.

In Germany Paul Zeigler of Berlin founded in 1893 the *Jugendschriftenwarte* a monthly paper designed to educate the public in the scientific criticism of juvenile literature. In 1900 Heinrich Wolgast of Hamburg organized the vereinigten deutschen Prüfungsausschüsse für Jugendschriften, i.e., the Union of German committees for the criticism of children's books. There are now 78 of these committees distributed thruout Germany. A catalog, revised annually is issued. In 1906 it contained 637 titles. The association desires the attainment of "the expression of excellent subject-matter in excellent form, be it prose or poetry; and its illustrations by pictures of excellent artistic value, . . . so that the art of reading should become not only an education in general knowledge, in science, in ethics, but also lead to the cultivation of a refined taste in both subject-matter, literary expression and artistic illustration." The local committees for the testing of books are formed chiefly of teachers who in Germany are considered the natural directors of the public libraries. The association begins each year by rejecting all books which bear unmistakable evidence of worthlessness. The other books are submitted to local committees. "Each book submitted for judgment must be read by at least three members, independently of each other—each member must write out a short criticism 'for' or 'against' the book, giving reasons—for the corporate consideration of his committee. Should the three agree unanimously, their verdict will be probably adopted by the local committee, and forwarded (with reasons) to the headquarters of the association for publication in the *Jugendschriftenwarte*. Should only two agree, another member would read for the casting vote. The editor thus receives on each specified book, the critical reports of at least five or six local committees (i.e., of eighteen persons) and then publishes the results, with his own summary of the evidence. . . . At the end of each year the books 'accepted' by the Association are incorporated in the 'Verzeichnis empfehlenswerter Jugendliteratur,' the annual 'Catalogue of books suitable for the reading of the young.' The catalog is graded according to the age of the reader as well as by subject-matter. "The right illustration of children's books is a matter to which the association pays the most careful attention. . . . Pictures for children must be drawn simply and distinctly—be full of poetical feeling and decorative design. Picture and text should accurately agree. If in the story the fairy wears a red cap, that red cap must be conspicuous in all pictures in which that fairy figures. Coloured pictures are preferred by children to those in black and white, but better black and white illustrations than crude and gaudy colour-prints or those in muddy impure tints. And better no pictures at all than poor or imperfect ones."

Book selection from the branch librarian's standpoint. S. Jacobsen. *Pub. Lib.* 10: 515-6. D. '05.

"When one knows the make-up of an edition, one naturally chooses the simple, unpretentious, substantial one that can better stand the wear and tear of the public library use than the light-colored fancy edition; and in large works of history or science, a volume with a good index is of triple value, compared to one without it."

Book selection—Continued.

Children's books in inexpensive editions. C. Marvin. Wis. Lib. Bull. 1: 54-6. Jl. '05.

Get inexpensive editions for general circulation. When solled they can be destroyed and clean books are better than solled copies. A list of inexpensive editions is given.

Choice of books in traveling libraries. K. I. MacDonald. Wis. Lib. Bull. 2: 39-43. My. '06.

"Buy the most attractive and beautiful editions of classics and standard novels, both for children and adults. If the money must be saved let it be on the very popular fiction, which will be read whatever its forms, and much of which may be had in more or less cheap good editions." a work in one volume is far more likely to circulate than the same bound in two volumes.

Current aids to book selection. B. Winser. Pub. Lib. 10: 263-7. Je. '05.

Current year's best books in sociology for a small library. G. Miller. Pub. Lib. 10: 11-4. Ja. '05.

Fairy tales. Pub. Lib. 11: 175-8. Ap. '06.

An evaluation of the various books of fairy tales.

First 100 books for the children's library. C. W. Hunt. N. Y. Lib. 1: 9-10. O. '07.

First \$100 for reference books. J. I. Wyer, jr. N. Y. Lib. 1: 8-9. O. '07.

French books for our daughters. N. C. Devonshire. National R. 48: 1022-33. F. '07.

A list of French books that are absolutely pure and clean and fit for any one to read is given. It is not a complete catalog of such books but a list that must prove very useful. The list is arranged under three headings, viz. (1) Books suitable for children under twelve; (2) Books suitable for young people and children over twelve; (3) Novels, which grown-up people, as well as young girls, can enjoy."

General principles of book selection. M. B. Lindsay. Pub. Lib. 10: 267-71. Je. '05.

"The point of view of the reader must be kept constantly in mind . . . [but] immediate demand is not the only important [consideration]. . . . The more serious needs of the public must be anticipated. . . . Certain standard periodicals [though not generally read are] useful as reference books. . . . In scientific literature, keep up a good supply of periodicals of popular but authoritative nature. . . . The subscription price of a good technical magazine is not more than that of the average scientific book and it has the advantage of being up to date, as well as containing contributions from the best authorities on the subject. . . . General . . . readers should be kept in mind rather than the very few who want the purely technical literature. . . . Where choice must be made, choose the condensed rather than the exhaustive work—the general treatise rather than that covering any special phase or period of the subject, always cautious, however, as to the authoritative value of the work. In the matter of history the books covering our own state and our own town should be generously supplied. . . . In general . . . avoid subscription books. . . . Let us have novels, and let us have them in abundance, but let us guard very carefully the standard set for those to be placed before our readers. . . . [Mrs. Fairchild says:] Select books which tend toward development and enrichment of life. In deciding whether to buy a given book for a given library, ask the question: Is there anything in this book to have a

good effect on the life of the community? Is there anything in this book of service and pleasure to any man, woman or child in this community?"

German principles for selection of children's books. A. M. Jordan. Pub. Lib. 13: 1-3. Ja. '08.

The teacher in Germany leads in overseeing children's reading. The library is an agency to look after children beyond school age. "Children's books are to be considered always and under all conditions as a means of education; that is, education in the sense of conscious influence. They may be expected either to instruct or to uplift or to delight by artistic presentation. Reading as a source of amusement is regarded as unnatural to children, inasmuch as childhood's normal recreation is to be found in activity. . . . Only men of science should attempt to offer scientific teaching, and this must not be done in the guise of a story. . . . The moralizing story is objectionable. There must be no effort at instruction in the work of art."

Importance of book selection. Lib. World. 9: 1-6. Jl. '06.

"The total number of books printed since the invention of movable type in the middle of the 15th century has been computed by different authorities at figures ranging from fifteen to thirty millions. To this vast kingdom there is no guide, nor even adequate classification. . . . Here then lies the work of the bibliographer, to collect, collate, discriminate and preserve only the titles and contents of such books as really count for something. . . . At the present time, book selection is receiving far more attention than ever before, and librarians and committees, hitherto lost in the clash of rival systems of government, are beginning to regard the building up of a library more from the book and less from the brick standpoint. . . . A library to which people can resort, with confidence in its power to help them in any line of research, is a temple of knowledge which will influence public taste, judgment and feeling in a manner impossible by any other agency."

Municipal librarian's aims in bookbuying; symposium. Library, n.s. 6: 46-69. Ja.; Same. Lib. J. 31: 119-23. Mr. '06.

The discussion is opened by the statement that "if the main object of the library is educational, the main object in the selection of the books should clearly be educational also." It is argued that it is not the province of the library to furnish fiction, that librarians must educate their readers. That at least only the very best fiction be purchased, and none until it is a year old. On the other hand it is argued fiction is desirable. "The danger of taking too narrow a view of the functions of a library is shown by the decay of mechanics institutes, due in great measure to their libraries and their arrangements in general being of too exclusively educational a character. The craving of human nature for amusement cannot be safely ignored. . . . The actual discouragement of inferior fiction is a laudable undertaking, but it requires caution and discrimination."

National materialism and the public library. C. W. Ames. Minn. Pub. Lib. Com. Notes. 9: 4-13. D. '06.

The librarian, not the public, must make the selection of books. "Smaller libraries with limited means are obviously in better position to resist the demand for undesirable and less desirable books than are those which have the means to buy, if they choose, everything that is asked for." Do not buy expensive books which are merely commercial ventures. "Healthy fiction, pure and stimulating, should be conceded to the public demand, but sensational books, however popular, and especially those of doubtful or vicious tendency, of anarchistic or revolutionary character, should be

Book selection—Continued.

provided sparingly, however eager and persistent the request from the public." In a public library the librarian in selecting political and economic works must avoid anything resembling political partisanship. He should "hesitate to buy and circulate books of any character which teach disrespect for law and order. He should avoid the mere propaganda of blind discontent and radical revolution." There is an ample supply of clean wholesome literature which the librarian can help to promulgate, "books which make for right living—for honesty in business and patriotism in politics; books which stand for sobriety and chastity; for the sanctity of the marriage vow; books which teach that the wages of sin is death; and which show forth the blessedness of self-sacrifice and the beauty of holiness."

Principles and practice of bookbuying for libraries. I. E. Lord. Lib. J. 32: 3-11. Ja. '07.

The effect of the net price has been to make librarians hesitate about buying books before they are a year old. The Publishers' Weekly, The Cumulative Book Index, The Book Review Digest, and the A. L. A. Book List are recommended to librarians who are deciding what books to buy. In the John Crerar library, of Chicago, slips are made out for books not in the library and these are marked to indicate immediate purchase, buy at a reasonable price, wait for further information, buy at reduced price, etc.

Principles governing the choice of religious and theological books for public libraries. G. F. Bowerman. Lib. J. 30: 137-40. Mr. '05.

"The standpoint of the public library in judging of any books, even religious books, is not primarily religious but literary and educational. . . . The public library is not irreligious or even non-religious . . . but it is simply lacking in religious color. . . . The library . . . is rightly interested in religion and calls upon it for religious books are just as deserving of consideration as calls for poetry, for fiction, for philosophy, for fine arts, etc. . . . Its shelves must fairly represent, in addition to the broad field of religious literature devoid of sectarian bias, many different and often antagonistic beliefs, according to the demand of readers. . . . In the selection of reference works a broadly inclusive policy should be followed. All the leading works on religion and religions should be purchased, from those on the earliest pagan religions to those on the leading Christian and non-Christian religions of the present day. Encyclopedias, dictionaries, commentaries, concordances, and bibliographies, those of earlier publication so far as they are still of value, and those of recent date, the most conservative and the most liberal, should all find a place in the public library. Such works may well be included as McClintock and Strong's Cyclopaedia of religious literature; the series of dictionaries by the late William Smith and his associates; Hastings' Dictionary of the Bible, based on recent conservative criticism; and the Encyclopaedia Biblica, setting forth the most advanced criticism of the day; Lange's Commentaries, representing the old, and the new International critical commentary, representing the latest biblical criticism; Cruden's, Strong's and Young's concordances; the new edition of Bliss's Cyclopaedia of missions, Julian's Dictionary of hymnology, Brewer's Dictionary of miracles, Schaff's Creed for Christendom, and Brewster's new work on the Saints and festivals of the Christian church, as well as the Jewish encyclopedia and Hughes' Dictionary of Islam. A liberal selection from the various sectarian encyclopedias and the religious year books, almanacs, and directories, published by various denominations should also be purchased, even those of denominations having few adherents, if there is any demand for them. In addition to these, the more important Sunday-school lesson helps, which are almost always much used,

should form a part of the reference collection. The Bible, in the King James and revised versions, the Douay Bible, and a polyglot edition should also find a place in the reference department. With regard to periodicals, the public library may properly be a subscriber to a leading journal of each denomination which possesses any considerable number of adherents in the community. . . . As a matter of policy, in order to assure every citizen of the absolute impartiality of the library, it is well to secure for the library a representative collection of the literature, especially on its historical side, of each denomination having a number of adherents in the community. . . . It is best if possible [in so-called religious fiction] to eliminate the religious question, altogether and to judge each novel as if it had no religious motive. . . . Religious historical fiction of a fairly high literary standard is always a valuable part of the library. . . . The religious books that may properly be found in the children's room of the public library are those of a very general religious character, such as Bible stories told in a simple way, lives of Christ arranged for children, and that great favorite of nearly all children—Pilgrim's Progress."

Principles of book selection. C. Bacon. N. Y. Lib. 1: 3-6. O. '07.

"Study your community with care and try to provide something for all who use or who may be induced to use the library. . . . Do not think . . . you must buy every book for which the taxpayers ask. . . . Do not refuse to buy a book because one or more people object to it. . . . Know books. . . . Take advice from specialists in various lines, but do not always follow it. . . . Get what your readers need and want, or can be made to want. . . . Do not buy an author's complete works if some of his books are worth your while to own and others are not. . . . Buy largely for the children. . . . Buy a few standard books in good editions. . . . Buy technical books if your community needs them and you can afford it. . . . If you have many foreigners in your town, buy some books for them in their own languages. . . . Buy, or, better, beg all books or pamphlets relating to your town or written by townspeople. . . . Sometimes buy a book wanted by a single reader. . . . Do not duplicate valuable books in other libraries in your town, if these are easily accessible to the public in general. . . . Do not buy many reference books if your library is not open hours enough for these books to be used in consultation at the library. . . . Do not look down upon fiction."

Recent library aids. Pub. Lib. 10: 296-9. Je. '05.

Selection of books for children. G. Thompson. Lib. J. 32: 427-31. O. '07.

Notes on this article are given under the heading Children's reading.

Shakespeare and municipal libraries. J. Ballinger. Library, n.s. 6: 181-91. Ap. '06.

A list of editions of Shakespeare, biographies about him, and commentaries on his works which every library should possess.

Suggestive list of books for a small library recommended by the League of library commissions. O. 58p. pa. 15c. '05. League of library commissions.

The books suggested are for adults.

Trustees and library appropriations. E. W. Gaillard. Lib. J. 30: 403-4. Jl. '05.

It would seem reasonable to suppose that greater attention paid to the literature of commerce and of arts and crafts would result in a wider appreciation and usefulness of the library. . . . Even trade and technical magazines have been overlooked to a great extent.

Use of children's books. A. M. Jordan. A. L. A. Bull. 1: 175-9. Jl. '07.

Bookbinding. See **Binding and repairing.**

Bookcases. See **Shelving.**

Booklover's library.

Visit to the Booklover's. G. Ashley. Pub. Lib. 10: 8-10. Ja. '05.

Books. See **Book selection; Discarding books; Literature; Reading.**

Books, Making of.

Book description. J. D. Brown. Lib. World. 8: 145-7. D. '05.

A short sketch of pagination is given, followed by a discussion of signatures and sizes. In the collation of books account should be taken of "author, title, place of publication, date of publication, printers or publishers, number of volumes, sizes, pagination, contents as regards illustrations and other extras, and even such external matters as binding."

Physical side of books. J. C. Dana. Lib. J. 32: 351-7. Ag. '07.

Librarians should become familiar with binding, paper, type, illustrations and everything that enters into the makeup of a book. Mr. Dana describes sixteen things that enter into this makeup and tells how to make collections of these things.

Books, Use of.

Training of students in the use of books.

H. R. Mead. Lib. J. 30: C82-A. S. '05.

Outline given for a course of lectures.

Booksellers' catalogs.

Booksellers' catalogues. A. G. Burt. Lib. Assn. Rec. 9: 49-55. F. '07.

The originator of catalogs was George Weller, a bookseller of Augsburg who issued a catalog in 1554 or 1561. The first English catalog of any bibliographical pretensions was issued by William London in 1658. The quantity of catalogs issued to-day is constantly increasing, but their arrangement is exceedingly poor.

Braille. See **Blind.**

Branch libraries.

See also **Delivery stations.**

Branch libraries. F. Dallimore. Lib. Asst. 5: 111-6. Je. '06.

"The central library should not be starved for the sake of branches, and in no place should branches be opened unless the income is sufficient to maintain them, for one good library is better than two poor ones. Branch libraries must be established to relieve the pressure at the central library." Density of population and accessibility should decide their location. "The minimum accommodation should be a lending library, a collection of reference books, a reading room, and a juvenile room." There should be an interchange of books from all the libraries. A stationary staff is better than an interchanged one.

Branch libraries. H. G. Sureties. Lib. Asst. 5: 285-8. Je. '07.

Delivery stations do excellent work in scattered and isolated urban districts but they never take the place of branch libraries. Though they are cheaper they are inferior. One central library does not accommodate the students who live at some distance from the middle of town.

Design and construction of branch library buildings. R. F. Almirall. Lib. J. 31: C46-9. Ag. '06.

Notes on this article are given under the heading **Buildings.**

Order department of a branch library system. E. V. Baldwin. Pub. Lib. 11: 509-11. N. '06.

Notes on this article are given under the heading **Order department.**

British museum.

British museum library and its catalogue. Edin. R. 203: 117-36. Ja. '06.

The article gives a history of the more prominent bequests and additions to the library since its establishment in 1753. In 1787 its first catalog in two volumes was printed. In 1813-1819 another catalog in seven volumes was issued. In 1831 Panizzi came to the British museum and he was instrumental in beginning the present catalog. In 1839 he, with the principal officials, drew up the famous ninety-one rules. In 1900 they were codified into thirty-nine and simplified. In 1881 the present printed catalog was begun. It was finished in 1900. A description of the catalog with its defects is given. For instance all of the works of a peer are put under his family name, and if a lady wrote anything before she was married, all her subsequent works are cataloged under her maiden name. Voltaire is entered under Arouet. Volumes published anonymously are entered by title even tho the author is now well known. Full names of authors are not always given. There are eighty folio pages devoted to works by Smith, J. All periodicals are to be looked for under Periodicals and learned societies under Academies. The usefulness of the catalog to the library increases. In 1904 there were 226,000 visitors to the reading-room, against 188,500 in 1899. The daily average of readers in the reading-room is 742. In 1904 the number of volumes replaced after use in this room was 894,627, and 663,738 were kept from day to day in the presses for the use of particular readers.

Catalogues of the library of the British museum. R. de Cordova. Liv. Age. 248: 221-8. Ja. 27, '06.

A history of catalog making in the British museum.

Day's work in the reading room. G. F. Barwick. Library, n.s. 6: 304-8. Jl. '05.

Greatest library in the world. R. of Rs. 32: 487-8. O. '05.

It began with 40,000 volumes in 1753. Now contains 2,500,000 books. In 1903 the additions were 27,370 books and pamphlets. Its collection of early printed Bibles is unsurpassed.

Recent purchases. A. W. Pollard. Library, n.s. 6: 1-28. Ja. '05.

Buildings.

See also **Carnegie libraries.**

Architectural program for Brooklyn Central library building. A. D. F. Hamlin. Lib. J. 31: 771-2. N. '06.

Brooklyn Central library plans. Lib. J. 32: 443-5. O. '07.

Brooklyn plaza and the projected Brooklyn Central library. H. W. Frohne. il. Arch. Rec. 23: 97-110. F. '08.

Bryn Mawr college library. I. G. Mudge. Lib. J. 31: 770-1. N. '06.

Building of public libraries. Lib. World. 7: 235-6. Mr. '05.

The situation especially for smaller libraries should be central, accessible, quiet, and should have good light around it. The general plan should be simple, with the public rooms on one floor, to arrange for easy supervision by the attendants. The counters for the lending department should command the main entrance and as many of the other rooms as possible. The reference room should be in the quietest corner.

Buildings—Continued.

and the juvenile department where the occupants will not disturb the older readers. All counter tops should be of hard polished wood, the floors rendered as noiseless as possible, and the walls should have glazed brick or tile dados in the public rooms and lobbies.

Carnegie building of Syracuse. Lib. J. 30: 479. Ag. '05.

Carnegie library of Pennsylvania state college. E. W. Runkle. Lib. J. 30: 219-20. Ap. '05.

Cedar Rapids free public library. H. A. Wood. Lib. J. 30: 931-2. D. '05.

Comfort and a library kitchen. Pub. Lib. 10: 237-8. My. '05.

Danforth memorial library building. Patterson, N. J. G. F. Winchester. Lib. J. 30: 409-11. Jl. '05.

Design and construction of branch library buildings. R. F. Almirall. Lib. J. 31: C46-9. Ag. '06.

"The fundamental and essential floor spaces with which every design should start are the delivery desk space, the adults' and children's reading rooms, the stack space and the boiler room. The accessory rooms that make for the better operation of the work and convenience of the readers in the branch library are the room in which books are received and sent away, the librarian's room, the lunch room, the study room, a small lecture room, and public and private toilet rooms. As far as practicable all these rooms should be subject to the control of the delivery desk. . . . The delivery desk . . . must not only provide easy supervision and control, but also offer such convenient accessibility to the public that even children cannot possibly become confused in its use."

Designing of a college library. N. S. Patton. A. L. A. Bull. 1: 270-4. Jl. '07. Notes on this article are given under the heading College libraries.

Evolution of library buildings. F. A. Hutchins. Wis. Lib. Bull. 2: 57-8. Jl. '06.

"The general interior plans of the library buildings, erected in Wisconsin during the past eighteen years show most strikingly the recent changes in the aims and methods of public libraries." The dominant thought used to be "to safeguard the books from destruction by the elements and loss by thieves." In the development from that stage "the plans have steadily become more simple. There are fewer rooms and fewer partitions." In buildings costing less than \$25,000 and at least \$10,000, the generally accepted plan provides for a one-story building with a high basement. The entrance to the main floor is in the middle of the front. The delivery desk faces the entrance. At one end is the children's room; at the other the reading room. In one corner is a small librarian's room which is enclosed. . . . We will undoubtedly make great changes and extensions in the future. Every new building should be made so that it can be economically extended or adjusted to new demands and new opportunities. My own impression is that we shall constantly move nearer to the people. Some time I hope to see a library building in the center of a busy town, with the main reading room as easily accessible, and as open to the street as a popular bookstore, with a flashlight to speed an invitation in the evening to every wayfarer and idler, and bright rooms to bespeak welcome, rest and refreshment. Libraries are becoming more hospitable, more intent on the business of educating the masses.

They are conforming more and more to the methods of the up-to-date business house. The architecture should show the spirit."

Frederick Ferris Thompson memorial library building, Vassar college. Lib. J. 31: 769-70. N. '06.

"The modern library building must meet three primary demands: ample provision for study, convenient access to the shelves, and, in colleges where graduate work is done, seminary rooms. In this day of library progress the college library should, as far as possible, be an open shelf collection, and the problems of accessibility to the shelves and of room for study may be met either by the separate study hall and stack room, or by a combination of study hall and stacks by means of the alcove construction." The plan of the new library building at Vassar is "especially adapted to a reference collection for students," by combining the study hall with the stacks. "No independent provision has been made for periodicals, as no class distinction has been drawn between readers of periodicals and readers of books. One alcove in the north wing has been fitted up with periodical cases and drawers for current and unbound numbers, and periodical tables are provided in each wing for periodicals relating to the subjects shelved there. The separate newspaper room secures freedom from the annoyance caused by noisy turning of the leaves of daily papers. Here also are kept, for general consultation, publishers' catalogs and advertisements of new and second-hand books."

Juvenile library. J. B. R. Lib. World. 9: 193-7. D. '06.

Do not put the juvenile department in the basement nor alongside or over the reference department. The floors should be deadened and the walls "wood paneled or tiled to a height of about five feet, the remaining part being painted or decorated. Bookcases, not higher than four feet should be placed around the walls."

Lessons as to construction from the San Francisco fire. G. T. Clark. Lib. J. 31: 258-9. Je.; Same. Pub. Lib. 12: 255-7. Jl.; Same. A. L. A. Bull. 1: 121-3. Jl. '07.

Library architecture abroad. A. D. F. Hamlin. Lib. J. 31: 710-5. O. '06.

American libraries meet the special requirements of library service better than those abroad, but European libraries are superior in the architectural treatment of halls and entrances, altho to Americans this treatment may seem extravagant.

Library architecture from the librarian's point of view. W. H. Brett. Lib. J. 31: C49-52. Ag. '06.

The library trustees, the librarian and the architect should advise together on plans. The trustees have charge of the funds and know the resources of the library, the librarian is the expert adviser, and the architect brings what is needed into manifestation. It is a question whether permanence in granite or marble is desirable when only a fixed sum is to be expended. It may be better to build more commodious and convenient buildings, and secure only moderate permanence. Safety from fire should be insured to really valuable collections, but books that are modern can be replaced, for their loss can be covered by insurance. There should be a certain mobility in interior arrangements for we cannot be sure that "important departments of work may not be developed in the years immediately before us." Daylight should be provided in abundance. The gospel of fitness and beauty should be preached from the walls by appropriate decorations.

Buildings—Continued.

Library building and book stacks. B. R. Green. Lib. J. 31: C52-6. Ag. '06.

"In these days it is superfluous to state that the shelving should be close at hand, easily accessible throughout, conveniently adapted to the accommodation of its contents and for their economical rearrangement, reclassification and reception of accessories; clean and free from dust, well ventilated, with uniform and constant temperature of about 68°, well and even brilliantly lighted whenever and wherever required in the stack at all times, day or night, and conveniently provided with stairs and elevators." Until recently daylight was almost wholly depended upon for finding books on the shelves, but often valuable space and much money have been expended to secure this and with limited success. Daylight is unequal and unsteady and as libraries are much used by night we are without it about half the time. Again books exposed to the direct rays of the sun are frequently damaged. It is necessary in any case to equip stacks with artificial light and to use it frequently during the day, and always at night. Great expense would be saved if stacks were located in the least expensive and darkest place and then were well equipped with electricity. "The best modern book stack structure is a very simple, light, self-contained framework of steel and iron with three decks, preferably of white marble or translucent glass, the shelving itself and supports being of steel open work.

Library building plans, collected by W. R. Eastman. (New York state library Bulletin 107. Library school 22.) O. 137p. 25c. '06. New York state education dept., Albany.

"Includes plans of 22 actual buildings whose cost is known and which can be visited."

Library buildings. E. J. Stearns. Minn. Pub. Lib. Com. Notes. No. 1: 5-6. D. '04.

Steam is the best system for heating buildings that are open only a portion of the time. Electric lights can easily be turned off when not in use. Cork carpets are desirable and easily cared for.

Library buildings from a librarian's standpoint. A. L. Stansbury. Pub. Lib. 11: 495-9. N. '06.

The librarian should always be consulted when a new building is to be erected and he should inform himself as to plans. As to the selection of an architect it is best to go to a specialist in library architecture. The site should be central "but off the main streets on account of noise." Bookstacks should be provided that will allow for at least ten years growth. The stackroom should be easy of access to the public. The delivery room should occupy the centre of the building. One of the first requisites of the plan should be to permit the closest supervision with the fewest attendants. The children's room should be on the ground floor, should be large, light and airy, and should have wall shelving. The reference room should be planned with reference to quietness. Above all the comfort of the library staff should be considered. A workroom for receiving books is essential. Ventilation, lighting and heating are of the utmost importance.

Library oversight. J. W. Lister. il. Lib. World. 9: 102-4. S. '06.

Library planning. F. J. Burgoyne. Lib. Assn. Rec. 8: 178-86. My. '06.

Mr. Burgoyne divides public libraries roughly into small, medium and large and considers suitable accommodations for each.

Lighting, heating and ventilating of libraries. A. J. Philip. Lib. Assn. Rec. 9: 225-30. My. '07.

Madison, Wis. free library building. J. A. Hopkins. Lib. J. 31: 812-5. D. '06.

Milton, Mass. public library. Lib. J. 31: 219-20. My. '06.

Modern public library. H. Bell. il. Book-lovers M. 7: 515-26. Ap. '06.

A description of the arrangement of the largest libraries in England, France and the United States.

Need of an American library association collection of plans of library buildings. C: C. Soule. Lib. J. 31: C45-6. Ag.; Same. Pub. Lib. 11: 429-30. O. '06.

A plea to have the A. L. A. make a representative collection of library plans, with complete records of detail, materials and cost, filing with each plan the mature judgment of librarians who have used the building since its erection.

New library building of Mount Holyoke college. B. E. Blakely. Lib. J. 31: C62-4. Ag. '06.

New mural decorations of John W. Alexander at the Carnegie institute. C: H. Caffin. il. Harper. 114: 845-56. My. '07.

Open access lending departments. J. D. Brown. il. Lib. World. 9: 41-7. Ag. '06.

Papers on library planning. Lib. Assn. Rec. 7: 584-7. N. '05.

Plans of John Crerar library. Lib. J. 30: C153-4. S. '05.

Portfolio of Carnegie libraries; being a separate issue of the illustrations from a Book of Carnegie libraries. T. W. Koch. Q. viii, 120p. il. front. \$2.50. '07. Wahr.

The portfolio contains 120 plates which are eventually to be incorporated in a Book of Carnegie libraries. The plates are confined to American libraries and include plans, and exterior and interior views. Very valuable for suggestions to those contemplating building.

Public libraries: a treatise on their design, construction and fittings, with a chapter on the principles of planning, and a summary of the law, by Amian L. Champneys. O. 183p. \$5. '07. imp. Scribner.

Public libraries; methods and cost. W. P. Heyl. il. Munic. J. and Engineer. 20: 297-301. Ap. 4, '06.

Describes several prominent library buildings in the United States.

Public libraries, their buildings and equipment: a plea for state aid. M. B. Adams. Lib. Assn. Rec. 7: 161-77, 220-36. Ap.-My. '05.

"If newsrooms are provided they must be ample: they cannot be too large, too light, or too well ventilated." The paper slopes should be placed around the walls, leaving the central area free for the tables for papers and magazines. Open fireplaces and radiators encourage loafing and increase dirt and dust. A larger site is necessitated by a one-floor library, but the initial cost is generally repaid by economy of administration. A lecture room is needed as a part of a library building. "It should by preference be contrived on the ground floor, to

Buildings—Continued.

be available as an integral part of the library when not in use for meetings or examinations. Its exit, at any rate, should be contrived clear of the usual business of the library. . . . We now come to the initial question in the planning of a public library as to the respective proportion of space which should be allowed to the different departments in allocating the available superficial area. Concentration of administrative area is of the first consequence, and long passages and perambulating corridors cost money and must be avoided. A roomy and even spacious entrance hall or vestibule whence all the departments may be seen of course is essential. The open access principle for the lending library . . . necessitates at least half as much again floor area as when the closed or indicator system is employed. The space between the book-stacks in an open access library should be nearly twice the width needed by the staff, and the shelving ought not to be more than 6 feet 6 inches high, while the lower shelves should not be so close down to the floor." A radiating plan wastes floor space. "The reference room should not be reached through the newspaper room, and it should be clear of the lending library, with access to the latter by all means, but with an approach of its own—quiet if you like, but not obscure and out of the way. Every reference room must have a liberal provision of open shelving round the walls, or arranged in well-lit alcoves. . . . Each student ought to have a separate table 3 feet long by 2 feet wide on the top, with a 9 inch high divisional back board to isolate vis-à-vis readers from one another, and to afford space for ruler-rack and penholders. At the end of every such individual table there should be a shelf within the area of the table itself for books to stand when not actually in use, so as to allow the table-top to be clear for writing, with ample room also for the volume being consulted."

Ray memorial library, Franklin, Mass.
M. S. Turner. *il. New Eng. M. n.s.* 32:
199-207. Ap. '05.

Recent library building. *il. Pub. Lib.* 11:
395-412. Jl. '06.

Report of the committee on architecture,
1907. C. R. Dudley. *A. L. A. Bull.* 1:
119-21. Jl. '07.

Suggestions on the planning of an ideal
library: an Utopian forecast. W. J.
Harris. *Lib. Asst.* 5: 86-9. Ap. '06.

Mr. Harris suggests that in the erection of a new library one large room be provided, and that in the place of walls, screens be used. These would be more artistic than walls and from 10 to 20 per cent cheaper.

Suggestions on the planning of public
libraries. H. T. Hare. *Lib. Assn. Rec.*
8: 148-54. Ap. '06.

The leading requirements are: "ample space or area in all parts, abundance of light, air and ventilation, facility of supervision and working." If it is impossible to have a building on one floor only then the lending library, newsroom and magazines should be on the ground floor, and on the first floor the reference library, librarian, book-store, etc. "The most satisfactory public library plan would be one in which practically the whole of the public accommodation is comprised in one large room or hall, including news, magazines, general readers, ladies, and perhaps juveniles. I would also throw in the lending library, separated . . . by a low screen or counter. . . . Assuming that open access were adopted, the attendants would be placed in the centre, having the fullest control of the whole of the reading-room and lending library. Two or three staff rooms and a librarian's room could be arranged in the rear, and an additional room balancing the reference room could be added, which would

be available for a lecture-room. I should also suggest a large store-room in the basement."

Utica public library building. *Lib. J.* 30:
803-4. O. '05.

Views of a consulting architect. A. D. F.
Hamlin. *Lib. J.* 31: C57-62. Ag. '06.

The advice of a consulting architect, is of great value in selecting a site, in the selection of an architect, in the program of the building and in arbitration between the contractor and architect.

Bulletins.

Library magazines: their preparation and production. W. C. B. Sayers and J. D. Stewart. *Lib. World.* 7: 229-32, 257-61, 285-90, 326-30; 8: 1-4, 36-9, 91-4, 147-52, 180-3, 208-12. *Mr.-Ag., O., D.* '05-F. '06.

An excellent method of keeping the advantages of the public library constantly before the public, and "attracting the likely reader's attention is the library magazine, index, guide, or bulletin, as it is variously called." "It supplies the best possible means of keeping the catalogue absolutely up to date, and offers facilities for descriptive cataloging unobtainable with a complete printed list. . . . Moreover, in a publication of this nature, cataloging methods can be brought nearer the ideal; a great fullness of bibliographical and explanatory detail can be obtained." The problems that a library would have to consider in issuing such a bulletin are: contents, style, finance, annotations and cataloging. Its contents must be confined to topics germane to the work of the library. It may properly announce lectures, debates, etc., adding lists of books dealing with their subjects. Bibliographical articles, notes on current library practice, alteration in rules, statistics of issue and accounts of donations have a legitimate place as well. No library with an income less than £1000 should attempt a bulletin. The average amount expended by municipal libraries for such a purpose is two per cent of the total income. Wherever possible the distribution should be gratuitous. The style should be in keeping with the institution and made suitable and attractive to the clientele of the library. Experience has shown that the most suitable size is a crown octavo with a type page about 3¼x6¼ inches. The list of accessions must be cataloged according to some standard system and in a municipality having a central library and branches, the bulletin should use a union list which shows by a combination of letters in what branches the addition may be found.

The approved magazine article in the bulletin should be "on some topic, current or seasonable by preference, written around the books in the library dealing with the subject." Lectures afford opportunity for articles as well as reading lists. Brief records of the activities of the library should appear in the bulletin. "Every number should contain statistics of book issue and reference consultations. . . . Donations, however little they may deserve it, should receive as full acknowledgment as possible in the magazine. . . . In large libraries constant changes occur in the periodicals list; these should be advertised, and any new method introduced into the working of the library—in these evolutionary days these should be legion—should be carefully and simply described."

Library magazines should have an index if not to every issue certainly at the end of the year. Too much stress cannot be laid on sending good clean copy to the printer. All catalog copy should be checked and revised not only to obtain correctness of form and matter but also perfect legibility. Catalog slips for the use of the printer should be pasted on cheap mounting paper. Three separate proofs should be had, an ordinary proof in galley form, a revise of this, and page proof. The material in the printed magazine that will be of use in the card catalog should be pasted on cards. Reading lists should be mounted and preserved.

Bulletins, Picture. See **Picture bulletins.**
Business men and the library. See **Libraries,**
Use of by the public.

C

California.

California as a place of residence for the scholar. M. G. Dodge. Lib. J. 30: 793-5. O. '05.

Capitalization.

Common nouns in German; why they need not be capitalized. C: Martel. Lib. J. 30: 333-7. Je. '05.

A history of the origin and practice of capitalizing common nouns in German.

Card catalogs. See **Catalogs.****Carnegie libraries.**

See also **Buildings.**

Carnegie gifts for library buildings, 1906. Lib. J. 32: 23-4. Ja. '07.

Carnegie libraries. T. W. Koch. '06. T. W. Koch, Univ. of Mich., Ann Arbor; Same cond. Chaut. 43: 345-51. Je. '06.

Carnegie library gifts. Lib. J. 31: 123. Mr. '06.

The total amount given "up to January 1906, is 1568 gifts for library buildings, representing the sum of \$43,262,491."

Carnegie's gifts for library purposes, 1905. Lib. J. 31: 72-3. F. '06.

Carnegie's gifts to American libraries in 1904. Lib. J. 30: 20-3. Ja. '05.

Carnegie's library gifts. Lib. J. 30: 281-3. My. '05.

Gifts from 1881 to 1904. J. L. Harrison. Lib. J. 30: C110-20. S. '05.

List of Carnegie libraries with their cost. World To-Day. 8: 134-5. F. '05.

Portfolio of Carnegie libraries; being a separate issue of the illustrations from A book of Carnegie libraries. T. W. Koch. Q. viii, 120p. il. front. *\$2.50. '07. Wahr.

Public libraries and Andrew Carnegie. R. Johnson. Lib. J. 32: 440-1. O. '07.

Purpose of the Carnegie gifts. T. W. Koch. Lib. J. 30: C78-81. S. '05.

Remarkable system of Carnegie in the giving of libraries. J. I. Marcossou. map. World's Work. 9: 6002-7. Ap.; Same cond. Minn. Pub. Lib. Com. Notes. No. 3: 2-3. Je. '05.

Report on gifts and bequests to American libraries, Jan. 1 to Dec. 31, 1905. D. B. Hall. Lib. J. 31: C159-74. Ag. '06.

Statistics. Cur. Lit. 38: 99-100. F. '05.

Wisdom of the Carnegie gifts. Lib. J. 31: 105-6. Mr. '06.

Catalog cards for sale.

See also **Library of congress catalog cards.**

Catalog cards for sale to borrowers. Lib. J. 30: 87. F. '05.

The Ryerson public library, Grand Rapids, Mich., announces that "Borrowers interested in

any special subject may . . . purchase catalog cards for the books on that subject, and thus form for themselves a private card catalog of the library's resources." The cards are furnished at the cost of a cent per card plus the postage if they are mailed. "The library contains nearly a hundred titles on the subject of Furniture, for instance. By depositing a dollar, a set of these cards will be sent you at once, and as fast as new books on this subject are added, the cost of cards and postage will be deducted, until the dollar is used up."

Cataloging.

See also **Annotation; Capitalization; Catalogs; Classification; Indexing; Library of congress catalog cards; Public documents; Subject headings.**

Abridged Jast code of rules for classified cataloguing. W. C. B. Sayers and J. D. Stewart. Lib. World. 7: 326-30; 8: 1-4. Je.-Jl. '05.

American library association rules—advanced; condensed rules for an author and title catalog. pa. '04. Lib. of Congress.

Bibliography and cataloging: some affinities and contrasts. F. L. Tolman. Pub. Lib. 10: 119-22. Mr. '05.

Book description. J. D. Brown. Lib. World. 8: 87-90. O. '05.

"For many years after the establishment of moveable type, the only clues to the contents or subject matter of books were furnished in the colophons. . . . Title-pages did not become general till about 1520. . . . The principal points to watch for, in cataloguing old books . . . are Latinized names of authors and editors; the use of a form of title which runs authors' names and titles in one sentence; the use of pseudonyms by authors; mysterious looking dates; and above all, the erroneous idea of subject-matter, so frequently given by a casual examination of title-pages. Latinized and often vernacular names were used for the place of publication, and Latin words and phrases for dates, but in some cases chronograms, or sentences in a kind of cipher indicated dates.

Cataloging bureau for public libraries; symposium. Library, n.s. 6: 86-93. Ja. '05.

Cooperation is desirable because of the shocking waste of time and energy expended on the production of catalogs at present.

Cataloging for small libraries. T. Hitchler. (A. L. A. pub. bd., Library tract, no. 7.) D. 84p. pa. 15c. '05. American library association.

Cataloging in small libraries. E. P. McDonnell. Wash. Lib. Assn. Bull. 2: 2-5. Ja. '06.

"The catalog is the only method of making each book yield the greatest possible value and of making instantly available any information that the library may contain. Even an indifferent collection of books can be made to render good service by means of a good catalog. In order to compile such a catalog it is necessary that certain particulars be given descriptive of the books, but in such a way that while the entries afford all the needful information to the person well versed in books, they shall at the same time be so simple in character as to be understood with very little effort by anyone of average intelligence. Its value depends not upon its extent or size, but upon the exactness of the method by which the information given is digested and concentrated. . . . A printed catalog is out of date as soon as printed and too expensive to be considered by the small library. The catalog made on cards filed in trays in a cabinet may be kept strictly up to date, as

Cataloging.—Continued.

cards may be inserted as fast as new books are cataloged." The catalog should contain the author, title and generally the subject of every book in the library. "A shelf card should be made first for each book, with the author, brief title, and accession number which will enable the librarian to refer from the brief entry of a book to the full information in the accession book. . . . This shelf list is indispensable to the librarian in numbering the books and in checking the library to find what books are missing or out of place. It is arranged in the tray according to the call-number as the books stand on the shelf and is a complete class list of the books in the library for the use of the librarian. . . . Neither paging nor size of volume need be given by the small library. A rule might be made to give no paging unless the book has fewer than 100 pages or more than 500. Mention of illustrations might be dispensed with in novels, unless they are a special feature of the book, being by some celebrated illustrator. No need of the publisher and small need of the place. Give date of book only in travel, science and useful arts, as it is important here. Contents should be given in the case of essays, short stories, dramas, etc., even tho each one may have its entry under its title on a separate card."

Cataloging materials and technique. W. C. B. Sayers and J. D. Stewart. Lib. World. 7: 288-90. My. '05.

Cataloging of early printing in the United States prior to 1800. F. Neumann. Lib. J. 31: 669-71. S. '06.

Cataloging of prints. F. Weitenkamp. Lib. J. 32: 408-9. S. '07.

Cataloging: suggestions for the small public library. E. Crawford. D. 45p. pa. 25c. '06. Library bureau.

"A revised and enlarged re-issue of Miss Crawford's practical and suggestive little handbook, originally published in 1900."

Catalogues for children. W. C. B. Sayers and J. D. Stewart. Lib. Assn. Rec. 7: 377-91. Ag. '05.

The present method of cataloging for children is unsatisfactory because of its complexity occasioned by the librarian having in mind the adult rather than the child reader. "However excellently and scientifically compiled it may be, the juvenile catalogue fails if there appear in it terms or phrases either in the entry or the annotation that are not readily understood by the child. . . . The point of view adopted throughout has been that the cataloguer should place himself in the position of the reader of the book." To assist the cataloguer in compiling a simple yet systematic catalog for children the author gives a complete code of rules and examples. Ordinary definitions precede the general rules, which are followed by detailed directions for punctuation and capitalization, for getting the actual entry arranged under its various parts, for making the index and for annotation.

Classification and arrangement of local collections. R. T. Richardson. Lib. Assn. Rec. 7: 12-8. Ja. '05.

Classifying and cataloging public documents. W. R. Reinick. Pub. Lib. 11: 51-3. F. '06.

Common sense in cataloging small libraries. A. Van Valkenburgh. Lib. J. 31: C127-9. Ag. '06.

A catalog should place "the contents of a library at the disposal of the public in the clearest, simplest and easiest form." It is well to use "the capitalization in ordinary use by the best writers." For the small library "it

is only necessary to give the author, all of the title which will serve to explain the contents of the book, translator or editor, series if well known, and date. Do not use colon substitutes for Christian names. Give the Christian name in full if there is but one, if two or more give initials for the others, "unless the author elects to place the emphasis on his middle name." A brief biographical sketch of each person on every card is a waste of time. Dates of birth and death are unnecessary except in exceptional cases. In subject cataloging breadth, not depth of learning, is desirable for the cataloger. Analyticals are the most useful feature of a catalog and should be freely made. "Ability to judge of the importance of articles grows with experience." The American library association list of headings is an indispensable tool. Subject entries should be made as easy to understand as possible, and cross-references are very essential.

—Discussion. Lib. J. 31: C237-9. Ag. '06.

Considerations of the cost of cataloging. W. W. Bishop. Lib. J. 30: 10-4. Ja. '05.

Cost of cataloging varies from \$0.1232 to \$0.60 per title. Cost variation depends on the kind of books, thoroughness of references, number of cards, etc.

Corporate entry, Rules for. J. C. M. Hanson. Lib. J. 30: 72-80. F. '05.

Report of the catalog committee of the A. L. A. for revising the A. L. A. rules, on the main changes decided upon by them at their meeting in March, 1904, with a "survey of the present status of the rules for corporate authorship [and brief enumeration] of the chief methods which have been, or actually are applied in American, English, and other libraries which tend toward author rather than title entry for publications emanating from bodies of men or corporations."

Cutter's last words on cataloging. Pub. Lib. 10: 17. Ja. '05.

Formation of an advisory board on cataloging and classification. T. Aldred. Lib. Assn. Rec. 9: 167-72. Ap. '07.

Further notes on the number of catalog cards to a book. W. W. Bishop. Lib. J. 31: 270-1. Je. '06.

Future of the catalog. H. Barlow. Lib. Asst. 5: 239-43. Mr. '07.

A plea for cooperative cataloging. Notes on this article are given under the heading Co-operation.

How to catalog a small library. W. R. Eastman. Pub. Lib. 11: 314. Je. '06.

Instruction in cataloging in library schools. A. B. Kroeger. Lib. J. 32: 108-11. Mr. '07.

A synopsis of this article is given under the heading Library schools.

Manual of library cataloging, by J. H. Quinn. O. *5s. Library supply co., London.

Principles of cataloging. E. W. Hulme. Lib. Assn. Rec. 8: 31-45. F. '06.

Mr. Hulme takes it for granted that catalogs are published in two sections, viz., author and title, and subject. Every book should be represented by one full entry at least in the author and title catalog. Form divisions of literature such as dictionaries, encyclopaedies, gazeteers, atlases, periodicals, sermons, or fiction should appear here. "Biography, criticism, and controversy whether relating to the individual author, his works singly or collectively, or the acts and administration of corporate bodies" should appear in the author and title catalog. As re-

Cataloging—Continued.

gards the subject catalog "there can be no code of rules for dictionary subject cataloging as opposed to class cataloging." There should be uniformity of practice in the selection of headings between the large and small libraries. Mr. Hulme proposes the following "appendix of rules to be substituted for rules bearing the corresponding numbers in the provisional code of the catalogue rules committee. (1). The choice of a heading for a main entry must be based upon information supplied in the work itself, except as provided for in rules 26 and 28. When the author's name is stated in the work, his name is to constitute the heading. Rule 26. Pseudonyms are to be treated as real names with the addition to the heading of the abbreviation pseud., followed by the real name of the author within brackets. Except that works originally published under a pseudonym and subsequently republished with the author's name are to be entered under the author heading with a reference from the pseudonym. . . . Rule 28. When the author's name is not stated in the work, the first word other than an article of the title of the work is to constitute the heading. A reference is to be made from the author's name, when ascertained. But works originally published anonymously and subsequently republished with the author's name are to be entered under the author heading, with a reference from the first word of the title of the anonymous edition. The same treatment to be applied to reprints of recognized classics from which the author's name has been omitted. . . . (3.) Forenames are to be given in the form used by the writers; i.e., forenames not used by a writer are to be omitted, and initials are to remain unexpanded. If a writer's practice is not consistent, his forenames are to be given in full. . . . References from the full forenames, or from the most distinctive forename of a writer to be made at the discretion of the cataloger. (4.) Compound names, excepting English and Dutch, are to be entered under the first part of the name. If the form of a surname adopted by the writer differs from the family name, the former is to constitute the heading. In compound English and Dutch surnames the last name is to be adopted."

Questions in cataloging rules. J. C. M. Hanson. Lib. J. 30: 278-9. My. '05.

"We find it necessary . . . to give the full names for purposes of distinction in so many cases that it saves time to do it uniformly from the beginning, not to mention the advantage, to those who can appreciate it, of being able to obtain these data."

Report of A. L. A. special committee on cataloging. Pub. Lib. 10: 516-9. D. '05.

The report concerns itself with "securing better catalog facilities for small libraries through the agency of printed cards."

Report of the catalog rules committee, 1907. J. C. M. Hanson. A. L. A. Bull. 1: 47-52. Jl. '07.

The report gives the points of difference between the A. L. A. catalog rules committee and the British committee.

Simplifying methods. B. Winsor. Lib. J. 31: C266-7. Ag. '06.

Buy all catalog cards if possible from the Library of congress and cross off everything that is confusing. "Use imprint only on author cards. . . . Don't use red ink for subject headings. It wastes time."

Some points in cataloging. J. C. M. Hanson. Pub. Lib. 11: 62-3. F. '06.

Special rules on cataloging. United States. Library of congress. Catalog division. 5c. '06. Supt. of doc.

Technical notes for small libraries. M. E. Hazeltine. Wis. Lib. Bull. 2: 44. My. '06.

The underscoring of authors' names on catalog cards "was originally used to indicate to the printer the style of type in case the catalog should ever be printed. . . . This form is almost obsolete and should be omitted from all cards, as it does not add anything to the reader's information, and other methods of tracing supersede it for the cataloger." Use the best-known form of the author's name. If an author who is well-known marries "do not change the form of entry to the less known married name." Omissions can be made from the catalog card as follows: "accession number from the back of the author card; place of publication from the imprint except for obscure publishers; pages from the collection; number of series from series note; number of copies from face of card. These items are rarely needed by the public, and may always be found in other records, or reference books. Their omission means the saving of much time in the end, which can be used to better advantage in other departments of library work."

Variation from the A. L. A. rules—advance edition, in library of congress cards, 1898-date. Lib. J. 30: C186-91. S. '05.

Catalogs.

See also Alphabetical arrangement; Annotation; Booksellers; Cataloging; Catalogs; Classification; Library of congress catalog cards.

British museum catalog. See British museum.

Bull in the (library) china shop. W. I. Fletcher. Pub. Lib. 11: 549-50. D. '06.

"All other things being equal, that will be the best library which is the best classified, but any very finely worked up scheme of classification is likely to become an object of veneration and a stumbling block in the way of good, honest work in adapting the arrangement of a library to its needs and uses. . . . I do not wish to decry the card catalog, but I would deprecate the disposition to make it something to which all inquirers can go. Subject entries make a hard time for the reader, and even a fine system of cross references will not make the inquirer's road one of sure success."

Card catalogs for blind readers. A. E. Bostwick. Lib. J. 30: 475. Ag. '05.

Future of the catalog. W. I. Fletcher. Lib. J. 30: 141-4. Mr. '05.

The dictionary catalog is classed as a literary superstition. In the future Mr. Fletcher would place large reliance on class lists. "For each subject which forms a heading in the shelf-lists we will have a card headed with the name of the subject and merely referring to the number in the shelf-list. Thus we will save the inane duplication between subject-catalog and shelf-list so often found. In the same alphabetical arrangement will appear all title cards, and such cards will be made for all books except those clearly not needing them. There will also be cards for a great number of individual subjects, as names of persons and of places, and thousands of other subject headings not found as headings in the shelf-lists, and on these cards the individual books will be entered. These three features, entry under individual and minute subjects, reference to shelf-lists for more general ones, and entry under title will serve pretty well the purposes of the usual subject catalog with one very important exception—that of analyticals. As to analyticals, I cannot believe that the catalog of the future is going to be burdened with them. Their purpose is to be served otherwise, through what we might roughly call bibliographies. . . . For another feature our subject-catalog will contain

Catalogs—Continued.

references on a great many subjects to special bibliographies and reading-lists. . . . We have substituted two important new factors for the catalog. . . . The two factors are, first, access to minutely classified books on the shelves, and second the reference librarian, or in smaller libraries the librarian acting as guide, philosopher and friend."

Is the printed catalogue doomed? W. J. Willcock. Lib. Assn. Rec. 9: 384-9. Jl.; Discussion. Lib. Assn. Rec. 9: 401-5. Jl. '07.

In "small reference libraries a card catalog is all that is necessary. . . . In a small lending library of about 10,000 volumes a good card catalog for non-fiction, a printed class-list of fiction, and a yearly or half-yearly bulletin of additions should meet every requirement. In the larger lending libraries good annotated class-lists, a card catalog of those additions made after the publication of the respective class-lists, and a periodical bulletin may be considered sufficient."

Library catalogues: their effects and defects. R. F. Bullen. Lib. Asst. 5: 235-9. Mr. '07.

Shall the catalog "be an author catalog, with an index to subjects; a classified catalog, with an index to authors; or a dictionary catalog, embracing both indices in one alphabet." The author catalog is out of fashion and is only good as a temporary measure. The main object of a catalog is to make its consultation easy to the person of ordinary intelligence. The greatest advantage of a "dictionary catalog is its time-saving feature of simple alphabetisation. . . . In the logically arranged classified catalog all works contained in the library on closely related subjects are supposed to be grouped together and presented to the inquirer as a whole. In a general sense this is true, but it depends in a measure from what point you view the subject and what scheme of classification has been adopted." But if it is to satisfactorily take the place of the dictionary catalog it must be provided with two thoro indexes. The "index to subjects, should embrace not only all headings used in the catalog, but all synonyms of such headings and all secondary subjects embodied in one title. . . . The other index should be of authors. This should not merely refer to the pages in the catalog where books by the author appear, but should give titles, abbreviated if necessary, and call numbers to all books, and should include fiction." A union or combined catalog for all libraries under one administration is desirable.

New Hampstead catalogue. E. A. Savage. Lib. World. 8: 321-2. Je. '06.

The annotations given under subject entries are the chief features in this dictionary catalog. They are brief and non-critical. "Notes of the following kind appear throughout the catalogue: 'An easy introduction,' 'for general readers,' 'non-mathematical,' 'more technical and mathematical than Newcomb (554D),' 'requires an elementary knowledge of Euclid,' 'algebra, and the geometry of planes and spheres. For beginners chiefly,' and so on."

Plea for an international catalog of technological literature. F. J. Teggart. Pub. Lib. 10: 114-5. Mr. '05.

Sheaf catalog. J. D. Stewart. Lib. World. 10: 41-4, 85-8, 123-8, 204-6. Ag.-O., D. '07.

"The sheaf catalog consists of loose leaves, bound by mechanical means into a sheaf or volume, or a series of volumes." The binding being mechanical allows the leaves to be rearranged or new ones to be inserted. Thus the catalog "comprises all the advantages of absolute adjustability with the additional advantage

of being in the book form familiar to the general reader." The sheaf volumes are portable and handy to use in any position. It is a compact form of catalog requiring between twelve and fourteen times less space than a card catalog. The modern form consists of a "strong, rigid wooden back and hinged boards and is fitted with one screw rod only." It is a mistake to use too thick paper for leaves. The advantage of durability is with the thinner paper. Do not use too large size paper. 7 $\frac{1}{4}$ by 4 inches is most convenient. Printing is too expensive for the average library and type writer inks are not durable, so handwriting had better be used on the slips. In a classified library an author and title catalog will be found most useful because subjects are made easily accessible by the classification. In an unclassified library however a dictionary catalog is absolutely necessary, viz, a catalog giving author, title and subject entries. Three courses may be followed in spacing out a sheaf catalog. (a) One slip to each title, (b) filling every slip as full as possible at the beginning, (c) allowing a slip to each author. The first is the ideal way as it allows indefinite intercalation of new matter, but it is bulky. The second does not allow adjustability. The third is the happy medium and allows an enormous amount of insertion with little rewriting.

Three of the earliest book catalogs. H. O. Severance. Pub. Lib. 10: 116-7. Mr. '05.

Catalogs, Traveling.

Wisconsin library commission plan. Wis. Lib. Bull. 3: 52-3. Je. '07.

The commission proposes "to catalog from time to time valuable sets of government and state documents to lend to the libraries in the state as sample catalogs. The volumes will be as fully analyzed as seems advisable for a small library. . . . The sample catalog may be kept long enough to be copied, time varying with its size." A catalog of the U. S. Industrial commission reports, and of the Wisconsin geological and natural history survey are ready. The only cost to libraries is transportation.

Catalogs of booksellers. See Booksellers' catalogs.**Censorship.**

See also Liberty of the press.

Obliteration of racing news. Lib. Assn. Rec. 9: 24-9. Ja. '07.

Charging systems.

Banking method of charging books. W. Austen. Lib. J. 30: 144-6. Mr. '05.

The system as explained is to be used in a university library. "The usual reader's card has no place in this system, since no professor or student can be required to have with him always a borrower's card, and any library that undertook to require this of such a class of borrowers would have great difficulty in maintaining its position. . . . When one is ready to draw books with this system he writes out a ticket or check on a form similar to a bank check and presents it to the issue clerk. This check bears on its face a call number, together with the author and title of the book wanted, and the borrower's signature. When the book is delivered the delivery 'teller' must be familiar with the signature or else refer to the registration record, as does the bank teller before paying a check. All that is necessary to issue a book is to stamp the date in the book and the reader goes his way. This check becomes the basis of the system of records that enables the library to tell instantly where a particular book is, when it was taken, how many books a borrower has out, and if it is deemed necessary to know, what books are due on any particular day. . . . The first step in completing the record of a book taken out of the library is to take out of the tray in which it is filed a card that in some

Charging systems—Continued.

respects corresponds to the usual book card. . . . The best results are to be obtained by using one such card for each set of works or by combining several different editions of the same work on the same card, thus showing at a glance the whereabouts of any volume of any set of an author's works. Such a card shows also the life history of a book from the time it began to be used until worn out, who has had it, how many times it has been repaired, etc. After the entry has been made on this card from the ticket that the reader has left with the library, the card is filed numerically in a tray to answer all the questions that may arise regarding that book or set of books, until the same is returned."

Browne charging system. J. Parker. *Bull. Ver. Lib. Com.* 2: 1-2. Je. '06.

Card charging and appliances. *Lib. World.* 10: 26-30, 188-94. Jl., N. '07.

Samples of borrowers' cards, book cards and loose pockets are shown, and methods are explained.

Comments on an article concerning library indicators, by A. Kirby Gill. *A. Cotgreave. Lib. World.* 9: 402-5. My. '07.

Mr Cotgreave contends that the initial expense of the indicator is practically the only expense, and that the wages that have to be paid for extra help where the indicator is not used will in a short time more than balance this initial cost.

Indicator considered as a modern library appliance. A. K. Gill. *Lib. World.* 9: 313-7. Mr. '07.

In libraries not having open access to shelves there is a choice of three systems, viz., indicator, card-charging, card-charging with indicator for fiction. The indicator tho at the expense of a certain amount of method, saves time and labor. It is an improvement on the old ledger systems, but it stands no comparison with the speed and precision of card charging used in open access libraries. It indicates to the public whether books are out, but its initial expense is very large. The chief advantages of card-charging are simplicity, economy and adjustability. The space the card-charging apparatus occupies is extremely small. "The record of each day's work is always seen compact and complete in itself, while day by day, overdue books declare themselves automatically." Its initial expense is comparatively small, but it does not show to borrowers whether books are in or out. Card-charging with the indicator for fiction is probably the most desirable arrangement. It is folly for small libraries to purchase expensive indicators.

Indicators v. card charging. W. J. Harris. *Lib. World.* 7: 209-12. F. '05.

Indicators are more costly to install, require more help in carrying on the work, and take up more space than card charging systems.

Ledger charging. G. F. Staley. *Lib. World.* 10: 35-7. Jl. '07.

Seattle charging case. C. W. Smith. *Lib. J.* 30: 350-1. Je. '05.

Children's department.

See also Children's reading; Libraries and schools; Picture bulletins; Story telling.

Advertising the children's room. L. M. Sikes. *Lib. Occurrent*, No. 10: 1-2. D. '07.

Notes on this article are given under the heading Advertising the library.

Are children's reading-rooms necessary?

W. J. Willcock. *Lib. Assn. Rec.* 9: 184-5. Ap. '07.

A children's reading room at Petersburg was not a success. The children used the room as a talking room not as a reading room.

Book lists and bulletins in the children's room. A. G. Whitbeck. *Lib. J.* 31: 316-7. Jl. '06.

The children's librarian should know the books so thoroly that she will be able to make annotations of them as she shows them to the children. Then she should leave the child to make his own choice.

Bulletins for children. L. M. D. Trask. *Lib. J.* 31: 708-9. O. '06.

Care of books in a children's room. H. P. Dodd. *Pub. Lib.* 12: 83-6. Mr. '07.

In Newark, N. J., books are protected by paper wrappings when issued to children on rainy days. There are two wash-basins in the corner of the children's room where children may be sent to wash their hands but oftener a child with dirty hands is sent home without a book. No child with dirty hands is allowed to sit down to read. Children should be instructed by the librarian in regard to the care of books. Sometimes little rhymes or placards posted have good effects. Hartford, Conn., posts an improved Goop rhyme.

Catalog game played in the young people's room, Free public library, New Haven, Ct. G. F. White. *Lib. J.* 31: 815. D. '06.

A list of twelve titles is given each child who is to supply the author and book number. Later eight catalog cards with subject heading and author only were given the child to find the call number and title of the book written by the author. The results are very satisfactory for it familiarizes the children with the use of the catalog.

Catalogues for children. W. C. B. Sayers and J. D. Stewart. *Lib. Assn. Rec.* 7: 377-91. Ag. '05.

Notes on this article are given under the heading Cataloging.

Children's departments in municipal libraries. M. Gilbert. *Lib. World.* 9: 289-92. F. '07.

The original idea of a children's library was to enable children to become systematically acquainted with literature. The children's department should above all things have open access. "The best way to render a child familiar with books, is to allow the handling of them; and the more attractive the book, the more care will be taken in the usage of it. . . . No books which are not true in their historical facts should be presented in a juvenile library; they give young minds wrong impressions at an age when they are most plastic, which are difficult at a more mature age to erase." The most experienced assistants should be employed in the juvenile department and this assistant should have a first hand knowledge of books.

Children's library a moral force. C. W. Hunt. *Lib. J.* 31: C97-103. Ag. '06.

Every book we give children "will have some effect in changing, shaping, strengthening their ideals, and so moulding their habits and character." The children's room is not fulfilling its purpose if we do not set children "on the road to a taste for the best on the shelves of the adult department." The librarian should see "that every child of fourteen is thoroly familiar with the classics in juvenile literature. . . . With our smallest children we must use espe-

Children's department—Continued.

cial effort to see that they do not acquire the mediocre habit, for it is very easy to guide the beginner."

Children's library and the home. M. J. Moses. Outlook. 87: 177-85. S. 28. '07.

"In order to reach any basis of personal influence, the library should have the co-operation of the home." The library can hardly exercise any direct supervision of a child's selection from its shelves, but it can gather together the "very best books for circulation, from which the choice of the boy or girl is to be made."

Children's reference work. E. E. Burdick. N. J. Lib. Assn. Rept. 6-7. O. '06.

All reference books suitable for children are kept in the children's room in the Jersey City free public library. Additions are carefully chosen and as a rule duplicates for circulation are purchased. If a teacher recommends a book to a child the book is looked up and purchased, if it is approved of. Pupils from the high schools and academies "are allowed, when it is absolutely necessary, to use Poole sets, the Dictionary of national biography and a few other valuable reference works; but only in the adult reference room." The most extensive work is done for the grammar schools. The pupils want something to supplement their regular work. They also want material on current topics and on debate subjects. Special days such as Thanksgiving, Washington's birthday, etc., create such a demand for material that typewritten sketches giving the most important facts on these subjects are prepared. These typewritten sketches are also of great value in work for the primary grades.

Children's room of the Hartford public library. C. M. Hewins. Lib. J. 30: 82-3. F. '05.

Children's rooms. P. E. Farrow. Lib. World. 10: 103-6. S. '07.

Juvenile library. J. B. R. Lib. World. 9: 193-7. D. '06.

Pictures and plants beautify a room and make it attractive. Select literature with the idea of having it both interesting and instructive. Let high merit and purity be its characteristics. Duplicate the most popular books. Choose illustrated editions when possible and insist on good paper and binding. "A juvenile catalogue should be as straightforward, simple, and concise as possible, so as to be intelligible and helpful to its users." Have a simple code of rules and put only a thoroughly competent person in charge of the room. Make the children feel that the library is like a familiar and cherished home.

Library boys' club; an experiment. F. Duren. Ia. Lib. Q. 5: 129-31. Ja. '07.

The club had its inception in the desire to preserve order and quiet in the library without resorting to the expedient of banishing the boys because they disturbed the quiet of the rooms. "Souvenir library post cards were sent to every boy between the ages of ten and fifteen whose name was on the library register. These cards bore the simple statement: 'We are going to have a Library boys' club. Come to the library Saturday morning at half past ten and hear more about it.'" At the first meeting "the announcement was made that on Saturday mornings the library belonged to the library boys; they might talk and laugh and go about at will; a freedom which was gladly accepted and never abused. I should mention here that the library was not open to the public until the afternoon." The boys chose their own officers, and drew up their own constitution and by-laws. "The name suggested was the Young citizen's club and its purpose, to fit its members for citizenship by giving them drill in parliamentary

practice and in learning to pull together." Programs were given on various subjects, the work including papers, discussions, extemporaneous speaking and debates. The results were all that had been expected. However "let the librarian who is proposing to establish a boys' or a girls' club consider carefully if there be a legitimate need for such an organization. . . . Many are the demands upon the children and we must be cautious lest our zeal for them draw them away from the home or cause them to neglect their school work. The librarian must count the cost not only for the children but for herself for much time and thought will be required and her enthusiasm for the club must not lead her to neglect the regular library work."

Library work for children. F. E. Smith. Pub. Lib. 12: 79-83. Mr. '07.

In a small library if the building is not large enough to devote a separate room for the children, and if a special librarian for them cannot be provided, then count it an advantage that they can become personally acquainted with the head librarian. If a children's librarian can be afforded, get the right person and she will increase the value of the money spent in books. If a story hour is instituted make it count for something. Help the children to help themselves in the library.

Library's work with children. A. B. Maltby. Outlook. 82: 360-4. F. 17, '06.

Fourteen years would cover the life of special work with children, while the last seven years would measure its rapid progress. Rooms for children should be large and sunny, the furniture should be simple and practical. There should be growing plants and reproductions of works of art. Picture bulletins with lists of books call attention to books as does story telling also. "The right book, to the right child, at the right time" is a good motto for a children's room. "Give first the literature of power to cultivate ideals. Myths and folk-lore do this. The literature of knowledge or science can come later. . . . Choose that which appeals to the child."

Life in a children's library. G. Urban. il. Harper. 114: 231-8. Ja. '07.

Our juvenile readers. N. O'Brien. Lib. Assn. Rec. 9: 506-9. S. '07.

A brief statement of the work done in the United States, and of what the St. George's, Bristol, library does.

Personal work with children. R. C. Gymer. Pub. Lib. 11: 191-3. Ap. '06.

The children's librarian should know the individual child as well as the books. She must be in sympathy with children not against them. Often it will be advantageous to form a club for boys who come to the library apparently to make trouble only. In the beginning ask only three or four boys to come. Select some story to read to them—one that will hold their interest. Ask them to bring other boys with them the next time. The librarian's interest in the children should not cease with library hours. "The whole secret of success is really to be in sympathy with children, quick to see their needs and to look at things from their point of view."

Problem of the girl. Lib. J. 31: C200-3. Ag. '06.

Rational library work with children and the preparation for it. F. J. Olcott. Lib. J. 30: C71-5. S. '05.

"The ideal children's room has a double function. First, it is the place in which the children are being prepared to use the adult library. . . . Second, the ideal children's room should take the place of a child's private library. . . . Our branch librarians and the children's librarians visit the schools of their districts, keep in touch with the teachers, lend them books, and encourage them to send the children to the li-

Children's department—Continued.

Library to look up subjects for school compositions." Home libraries are also sent out, and "gangs" are formed into clubs with "visitors from the library to meet them in the evening and keep them off the streets."

Report on library work with children. A. H. Jackson. Lib. J. 31: C89-97. Ag. '06.

A set of questions sent out to 100 libraries brought 76 responses. The report covers replies to the following topics: scope of the department, yearly appropriations, juvenile books in the library, selection of these books, periodicals, number of books loaned to children, age limit, guarantor, assistants in children's rooms, charging and discharging, care of books, discipline, fines, advertising books, work with schools, home libraries, settlements and allied agencies.

—Discussion. Lib. J. 31: C244-7. Ag. '06.

School and library wild flower day at Oakland, Cal., public library. C. S. Greene. Lib. J. 30: 344-5. Je. '05.

The first year 63 varieties of flowers were named and 1700 people visited the show. The next year there were 127 varieties of flowers and 3050 visitors.

Some library things done in Hartford. Conn. C. W. Hewins. Pub. Lib. 12: 86-9. Mr. '07.

Work of the public library for children. Pub. Lib. 10: 412-4. O. '05.

Work with children. C. M. Hewins. Pub. Lib. 10: 475-6. N. '05.

Work with children; symposium. Pub. Lib. 11: 193-202. Ap. '06.

At Atlanta the story hour and picture bulletin have made a marked difference in the quality of books read. "200 children have copied recitations from our clipping book." Children use the reference department in preparing compositions and debates. Boston has about 150 places where children may be supplied with books. Besides the library and its branches these include "schools, public, parochial and reform, home library groups, playgrounds and parental institutions." Rules are few and silence is not insisted on. Talks are given to pupils of upper grades on the use of the card catalog and reference books. At Cincinnati "inexpensive collections of art studies are mounted separately on cardboard, and placed in large envelopes for circulation." Travel talks illustrated by stereopticon are very popular." In Newark, N. J. reference work is made much of. It fits in with the school work. Books are sent to schools and "single poems are mimeographed on manila paper and lent to teachers in sets of from 25 to 50 each. They are used in class as reading lessons and for memory and literature work and are very popular."

Work with children. M. Conover. Pub. Lib. 12: 92-3. Mr. '07.

Children's reading.

See also Reading.

Beginnings of a literature for children. C. Burnite. Lib. J. 31: C107-12. Ag. '06.

A history of the development of children's literature.

—Discussion. Lib. J. 31: C242-4. Ag. '06.

Books for very young children. J. D. Brown. Lib. World. 9: 282-8. F. '07.

A discussion of the books that can be comprehended by very young children and a list of titles suitable for the ordinary children's department of a library.

Book-selection committees for juvenile literature in Germany. I. Chadburn. Lib. Assn. Rec. 9: 56-69. F. '07.

Notes on this article are given under the heading Book selection.

Buying books for children. Ind. 59: 1418-9. D. 14. '05.

Children's books and reading. M. J. Moscs. D. 8p., 272p. *\$1.50. '07. Kennerley.

A practical, workable guide to children's books and reading prepared after consultation with leading librarians. There are chapters covering the history of children's books from early times to the present day and others dealing with the general purpose of the books besides a sixty-seven page appendix of book-lists carefully arranged and classified.

Children's books in inexpensive editions. C. Marvin. Wis. Lib. Bull. 1: 54-6. Jl. '05.

Children's librarian versus Huckleberry Finn: a brief for the defence. E. L. Pearson. Lib. J. 32: 312-4. Jl. '07.

Children's literature. A. H. Perkins. Pub. Lib. 10: 238-40. My. '05.

Discussion of books by Mrs. Ewing, Miss Plympton, Mrs. Richards, and Mrs. Lothrop.

Cultural value of books for children. I. Lawrence. Minn. Pub. Lib. Com. Notes. 2: 77-80. N. '07.

"Love of rhythm for instance, is a fundamental instinct of the little child's soul. . . . The following collections should be in the child's library: Stevenson's Child's garden; Scollard's Boy's book of rhymes; Eugene Field's Lullaby land; Frank Dempster Sherman's Little folks lyrics. . . . Stories of animals answer to a strong instinct of the boy or girl. . . . When children arrive at the age of ten or eleven hero worship develops. . . . Adventure of the right kind chronicled by a master hand is healthy and attractive."

Essentials of a good book for children. E. L. Morrissey. Pub. Lib. 11: 548-9. D. '06.

"Good books for children should give ideals as well as ideas. They should give facts, fancy, humor, and choice diction. . . . We must see that they have history, biography, travel, and art; books that have a wholesome point, that excite wonder and leave a question in the mind; that have a moral, but, so subtly put that the child will unconsciously see and feel it." Books for children should be attractive "with artistically colored covers with pretty designs or pictures on them. When the child opens the book he should see good pictures—we cannot have too many pictures. The child loves color, so he should see daintily colored pictures in some of his books. All should have large type, wide margins, good paper. The pages should be paragraphed, as nothing is more discouraging to the child than to open a book to a solid page of closely printed matter." Small books are more convenient to handle than large ones. Often a book is made attractive to a child if he is told what the story is about.

Fairy tales. Pub. Lib. 11: 175-8. Ap. '06.

Characterization of the various books of fairy tales. "It is far better to encourage re-reading of the imperishable tales, than to gratify an insatiable desire for trumpery."

Fingerposts to children's reading. W. T. Field. S. vii, 9-275p. **\$1. '07. McClurg.

Contents: The influence of books; Reading in the home; A list of books for home reading; Reading in the school; Supplementary reading;

Children's reading—Continued.

The school library; The public library; The Sunday-school library; The illustrating of children's books; Mother Goose. Appendix. Lists of books for school and Sunday-school libraries arranged under subjects, with grades to which they are adapted.

First 100 books for the children's library.

C. W. Hunt. N. Y. Lib. 1: 9-10. O. '07.

Good and poor books for boys and girls.

C. Burnite. Pub. Lib. 11: 360-2. Jl. '06.

As children outgrow fairy tales they want stories of modern life such as they realize they are living. This is the time to give them books which shape personal ideals such as school, war and adventure stories for boys, and school, home, romantic, and sooner or later love stories for girls. "The basis of judgment for children's books is first the ethical, second the dramatic, and after that atmosphere and style."

Great literature and little children. Mrs.

H. L. Elmendorf. St. Louis Pub. Lib.

Bull. n.s. 2: 138-41. My. '06.

"What is read to a child, what a child reads, is not valuable chiefly for the facts thereby taught, but rather for the pleasure that it gives now, and still more for the pleasure it prepares for in after life." Mother Goose is a good book to begin with and begin when the child is very young. Then according to the New York state list the following might be used in the order named;—Verse and prose for beginners. Baby's own Aesop with pictures by Walter Crane, the Posy ring, by Kate Douglas Wiggin, Grimm's Fairy tales, Hans Christian Andersen, Tales of Mother Goose, by Charles Welsh, Hawthorne's Tanglewood tales, and Wonderbook, Kipling's Jungle book, Uncle Remus, Book of nature and myths, by Florence Holbrook, Collection of wigwam stories, by M. C. Judd, and Fifty famous stories retold, by James Baldwin. Besides these are Old and New Testament stories in the Modern reader's Bible set, "which are in the real words of the Bible, but so arranged as to tell the stories, and nothing but the stories."

How may a teacher lead children to read good books? P. W. Kauffman. Lib. J. 31: 170. Ap. '06.

A teacher may read books at school, she may recommend books to pupils, or she may have a list of books from which the children may choose, using such books instead of text-books in reading, holding the children responsible for every book so read.

How shall children be led to love good books? I. Lawrence. Pub. Lib. 11: 179-83. Ap. '06.

Children under eight delight in the marvelous. They enjoy myths and fairy tales. They live in the story. "Action must follow action in a satisfying story with no stupid explanations of moral or other motive or connection." Fears add interest if they are properly surmounted. "Animals are loved for the human quality in them." From eight to fourteen boys are intensely practical. They read to find out how things are done. They also delight in fighting and adventure. Let the girls read their brothers' books and in addition give them Scott and Dickens. From fourteen to eighteen there is a legitimate craze for all sorts of reading. The wider the range allowed the broader the basis is laid for study afterward, and the larger the outlook obtained for study. "Only let it be wholesome literature."

List of books recommended for a children's library. A. C. Moore. O. 22p. pa. 10c. '03. Iowa library commission.

Methods to be used by libraries working with schools to encourage the use of real literature. M. D. McCurdy. A. L. A. Bull. 1: 289-93. Jl. '07.

Our juvenile readers. Lib. World. 9: 257-62. Ja. '07.

"If in childhood a taste for reading be acquired, it will, if properly guided, not only be an everlasting source of pleasure, but will also awaken a desire for good literature and study. Too great importance cannot be attached to what children read; the choice of books in later life almost entirely depends on the class of literature assimilated in the days of childhood and youth."

Picture books—good and bad. Mrs. W. B. Willard. Pub. Lib. 11: 562. D. '06.

Notes on this article are given under the heading Picture books.

Reading for children. Nation. 83: 551-2. D. 27, '06.

Reading for culture. M. Van Buren. Minn. Pub. Lib. Com. Notes. 7: 4-8. Ap. '06; Same. Vermont Lib. Com. Bull. 2: 5-6. D. '06.

Children "will read the best if only the best is put within their reach. . . . One mother writes that the greatest good her little girl of eight has derived from her reading is the large vocabulary she has acquired. . . . This same mother says she has never to suggest a game or amusement to her little girl for the child is constantly playing the things she reads. . . . Begin early to give the child pure English and there will be little use for rules and text-books in language. . . . The Bible is full of beautiful poetry, beautiful love tales." Do not spoil it by questioning and analyses, but give it to the child in its entirety, as for example in Moulton's stories of the old and New Testament.

Reading of the child. A. A. Lamb. Minn. Pub. Lib. Com. Notes. 2: 62-4. N. '07.

"What should everywhere be aimed at in the reading of the child, is an increased knowledge of the highest essentials of life; a gain in thinking power and nobleness of thought; a development of the power of feeling and sincerity of emotional experience; and finally in what should result from this,—in preparedness for worthy action."

Reading of the young person. N. A. Olson. Minn. Pub. Lib. Com. Notes. 2: 57-62. N. '07.

Reading Shakespeare to children. W. T. Field. Dial. 42: 279. My. 1, '07.

Relation of the parent and librarian to children's reading. R. G. Gatch. Ia. Lib. Q. 5: 175-7. Jl. '07.

Selection of books for children. G. Thompson. Lib. J. 32: 427-31. O. '07.

"There are books which are thieves in that they take away something which really belongs to childhood—happiness, lightheartedness, carelessness. But there are many more books which steal the child's time and leave nothing in return. These are the books in series mostly, which tell about every spring or summer or autumn or winter that Betty or Patty or the Little Colonel ever spent. . . . Contact with good books is a very large part of education and indispensable to culture. The children's room is the place where this education by contact with the great minds and brave hearts of the past and present, is ready for the boys and girls." Fortunately there are many more good books than poor ones, then why give the second best to children? Duplicate the best and standard fiction so that when they call for them they will not be disappointed. "Mythology and folklore, fables and fairy tales, poetry and romance, travel and adventure, are not all these

Children's reading—Continued.

the birth-right of children?" Children like poetry, give them not only the best collections but the best poets complete. "Chivalry and romance par-excellence should be the daily fare of the twentieth century child. Such books only will raise him free from the materialism and mechanism of the age and of the literature of the age."

Use of children's books. A. M. Jordan.

A. L. A. Bull. 1: 175-9. Jl. '07.

"Picture-books have a two-fold use; to help a child receive true and worthy ideas and to give primary training in the beauty of color and line. . . . Fairy tales we require in answer to the need of a world of dreams, the fair creation of the imagination, a need as old as human nature itself. Fairy tales have, too, an educational importance in widening the sympathy of children, in helping them realize unfamiliar situations and put themselves in the place of others. . . . The opportunity of sharing the essential spirit of great books must be given by means of the best translations. Selection of masterpieces prepared for youth however, must be conducted with infinite care. . . . A typical children's library possesses not only imaginative writings, but has room also for books which concern themselves with instruction. Nature books, including animal stories serve to add new interests rather than to give scientific information. . . . Hero tales display ideals and stimulate love of country and of noble character. . . . From travels, from books on useful arts, from biography, come also stimulating and broadening influences to be of help in character-building. . . . Three other qualities seem to us of moment in the choice of children's books, if they are to serve the best purpose, interest, imagination and a degree of literary power. . . . Beyond these principles a certain degree of independence of choice must be maintained by those who would fit books to the needs of a given constituency."

What children do read and what they ought to read. G. S. Hall. Pub. Lib. 10: 391-3. O. '05.

"What should our young people read? . . . They ought to be acquainted with the story roots and leading motives of all the greatest and best literature in the world. . . . History means story and the young child normally approaches it by the path of narrative and biography. . . . Girls, and especially boys, ought to read in the field of nature and modern science. . . . The habit of superficial acquaintance with very many subjects for theme writing, debate or pooling in class for the benefit of others is . . . an excellent one."

What children read. L. Van. Pub. Lib. 11: 183-5. Ap. '06.

Children object to much supervision in their reading. Let them have a good collection of books and select at will. Legend, myths, fables, history and romance by writers of wide knowledge and trained skill should be in the collection.

What we read to children. A. M. Shaw. Critic. 48: 177-80. F. '06.

What you can get out of a Henty book. C. M. Hewins. N. Y. Lib. 1: 6-8. O. '07.

What you can get out of a Henty book. C. M. Hewins. Wis. Lib. Bull. 2: 69-70. O. '06.

"There is a difference of opinion among librarians and critics regarding the value of Henty's books, and whether they should have a place on the boys' and girls' shelves. One librarian thinks that they are often read by children of nine or ten, who soon grow to care for nothing else and others that their plots are monotonous,

their English poor, and their lack of historical atmosphere painfully apparent. . . . On the other hand, one of my library assistants has told me that the Henty books which he had read before he came to us made his work much easier and helped him in finding histories for readers; one teacher has said that the boys who have read Henty are the most intelligent in class and pass the best examinations; another, an Englishwoman teaching in Bermuda, that she uses them in connection with English history and finds that they fix it in her pupils' minds; and a Yale graduate, that the only history that ever stuck to him was what he learned from them. . . . If a boy reads nothing but Henty for a year or so, he is not likely to care for the great historical novels of the world later, but if he uses them under guidance, reading after every one of his books a better story of the same period, if he looks up places on a map, unfamiliar words and references in a dictionary or encyclopedia, and if he reads the life of one of the real characters in every book, he is well on his way to an intelligent interest in general history."

Word on picture books, good and bad.

C. F. Gleason. Pub. Lib. 11: 171-5. Ap. '06.

Notes on this article are given under the heading Picture books.

Choice of books. See Book selection; Children's reading; Reading.

Circulation of books.

Student circulation in a university library.

T. W. Koch. Lib. J. 31: 758-61. N. '06.

Notes on this article are given under the heading College libraries.

Civil service for libraries.

Effect of civil service methods upon library efficiency. H. E. Haines. Lib. J. 31: 699-704. O. '06.

"The effect of civil service upon library efficiency varies according to the character of the civil service system." When it is the library's own instrument it is usually an aid to efficiency. When it is part of the municipal machine it is likely to hamper the library. In the municipal civil service scheme much of the trouble is caused by making the questions of too general a nature, by not giving sufficient credit to personality, or adaptability for the work, by not crediting sufficient value to training, and lastly, because, through lack of power to discharge inefficient employees the service is seriously crippled. "Power to discharge for cause should be centered in the library department."

Classification.

See also Subject headings.

Books brought into relation with one another and made operative. B. Anderson. Lib. Assn. Rec. 7: 443-58. S. '05.

"Brief description of some of the chief systems of library classification in past and present times" and argument for selecting the Dewey Decimal system as the best.

Canons of classification applied to the subject classification. W. C. B. Sayers. Lib. Assn. Rec. 425-42. Ag.; Same cond. Lib. J. 32: 442. O.; Discussion. Lib. Assn. Rec. 9: 468-75. Ag. '07.

A criticism of James Duff Brown's Subject classification.

Classification and arrangement of local collections. R. T. Richardson. Lib. Assn. Rec. 7: 12-8. Ja. '05.

Classification—Continued.

Classification of fiction. Lib. World. 7: 290-3. My. '05.

Fiction should be classified "exactly the same as other contributions to the literature of special subjects."

Classification of law at the University of California. Lib. J. 31: 147-8. Mr. '06.

Classification of library economy and office papers. L. Stanley Jast. Q. 56p. *2s. 6d. '07. Library supply co., London.

"Published originally in Brown's Subject classification, it has now been reprinted with an index. . . . The author's aim has been to apply classification not only to the literature of library economy, but also to the various written records and papers bearing upon the administration of libraries, and processes of work." Under nine main divisions "the object has been to provide a number for every kind of document, letter, record, process or group of processes in a library, and to refer by a single reference to the place of storage of every kind of material." The nine main divisions contain some seventy-five main subdivisions."

Classifying and cataloging public documents. W: R. Reinick. Pub. Lib. 11: 51-3. F. '06.

Dewey expanded. H: V. Hopwood. Lib. Assn. Rec. 9: 307-22. Je.; Same. Lib. J. 32: 362-7. Ag.; Discussion. Lib. Assn. Rec. 9: 340-5. Je. '07.

An explanation of the "Classification bibliographique" of the Institut International de Bibliographie. The paper shows "that the difference which exists between the two classifications is not a difference of bulk alone; it does not even rest on the revision which the original has undergone; it is fundamental; and the changes introduced are not, in the main, those of detail and definition, but rather those of form based on a system affecting the classification throughout. To those who mark their libraries by Dewey a knowledge of the Brussels scheme seems to be indispensable."

Expansive classification. T: Aldred. Lib. Assn. Rec. 7: 207-19. My. '05.

Mr. Cutter designed the expansive classification in seven degrees of progressive fulness and published the first six in 1891. "On the seventh, which is regarded as the classification, he spent the greater portion of his leisure hours, and spared no effort to make the work as complete as possible. . . . Although a widely read man himself he sought the assistance of specialists in various spheres of knowledge, and where he could not improve upon extant analyses he freely adopted them." Mr. Cutter died before the work was completed but Mr. W. P. Cutter has undertaken to complete the scheme, which experts say is the most logical and practical yet published, and as it is founded upon actual books it is essentially practical. "As a classification the E. C. stands alone as being the one having two forms of notation, subjects being represented by letters and geographical divisions of the world by numbers. . . . The superiority of the E. C. notation is due to its greater base. . . . Another advantage of the E. C. letter notation is that it permits of heavily represented classes of literature being spread over several base characters. For example, the social sciences take up primary letters H, I, J, and K, and the sciences and arts L, M, N, O, P, Q, R, S, T, U, V, and W, all of which tend to shorten the mark allotted to any subject. Its number code is divided into two parts, the units being reserved for 'preliminaries' or formal divisions applicable to most subjects, and numbers 11 to 99 for political divisions of the world. The preliminaries are for

use in large libraries and take up almost the same ground as those in the D. C. . . . The E. C. is, however, something more than a bald enumeration of subjects and marks. Thruout the work the author has interspersed practical and impartial notes on difficulties met with in classifying books. His remarks on the several ways of arranging biographical works are so exhaustive as to leave no apparent room for any one to add anything further on the subject. In many places he gives alternative positions for debatable subjects, and often adds a note embodying his own opinions as to the more appropriate place. . . . The objections may be summarised as follows:—(1) That it is a waste of time to study an incomplete scheme. (2) That it is difficult to remember the order of letters. (3) That a letter notation would cause loss of time in shelving books. (4) That letters are not so easy to remember as figures. (5) That the public would not be able to copy out or understand the use of letters. (6) That letters do not catch the eye so quickly as numbers. There being no complaint of the arrangement of subjects, nothing further need be said on this point. To my mind, all the objections may be summed up in one word—prejudice. . . . The objection that a letter notation causes loss of time in putting books into their places is a fallacious one, for the evidence of those with experience is to the contrary. The fourth objection is a controversial one. I, for one, remember letters more readily than numbers, and in this I do not stand alone. . . . The objection that letters do not catch the eye so quickly as numbers hardly calls for notice. B. A., LL. D., Y. M. C. A., are intuitively grasped as entities without any apparent effort. . . . Chemists probably put letter symbols to greater use than any other class, and I have never heard of any suggestion on their part of adopting a number notation in preference to the letter."

—Discussion. Lib. Assn. Rec. 7: 196-9. Ap. '05.

Form and alphabetic book classification. E. A. Savage. Lib. Assn. Rec. 9: 375-83. Jl. '07.

The author tries to "prove that form and alphabetic classification, as compared with subject classification, is speciously convenient." For example literary form separates widely history and description. But the connection between the two is close. "History, as written nowadays, is the description of a country's state in the past; Green thought of history as the past life of the people. . . . The two headings, 'England: History', and 'England: Description', now cover the description of England, its people and its institutions (1) in the past, and (2) in the present; and as the difference between the two phases is merely a difference of time, it seems to me clear that the wide separation of the two divisions is a mistake. . . . Africa is a good example. For thirty years past we have been collecting the works of African explorers, and putting them in our class Description or Geography and travels. Recently we have had a history of Africa, and in accordance with our custom we have put it in class History; yet on examination, what is the book but a summary of the achievements of the explorers whose works are to be found in Geography and travels?" The inconvenience of the separation of history and description "will be realised when time has made the descriptive works of most value to the historical student." Again biographical works are kept together. Lives of admirals are widely separated from English naval history. But the natural and convenient place for a life of Nelson is with the history of the navy. Gladstone's life should surely be put with a history of his time. Further in arranging literature according to form, viz., as drama, fiction, essays, oratory, letters, etc., the works of men like Shakespeare, Scott and Goldsmith cannot be kept together. "The number of people studying poetry as a form is extremely small,

Classification—Continued.

but the number of people studying literature by period is very large, simply because this method of reading is required by universities. Consequently our aim to encourage systematic reading seems to require us to arrange the literature of each language in simple chronological order of authors. Instead of classing by language, then form, and finally by period, is it not more reasonable and convenient to class by language, then period, and by form not at all? . . . Just as form classification is superseding rational classification, so is alphabetic disorder superseding rational order. Biographical works are now commonly arranged in alphabetic order, the principal reason for so doing being 'the supposed impossibility of classifying them satisfactorily.'

Formation of an advisory board on cataloging and classification. T: Aldred. Lib. Assn. Rec. 9: 167-72. Ap. '07.

Classification "is the weakest part of librarianship of the day. This is partly due to the comparatively few libraries where a good training in systematic classification is to be obtained, partly to the want of good catalogs to which one can refer, and partly to the absence of some reliable and unbiased person or body who could be consulted when difficulties in cataloging arise. Librarians are usually men with good all-round knowledge, but it would be folly to assert that every one is equally at home in dealing with all classes of literature. . . . When in doubt, some refer to catalogs and accept the location adopted by the majority. . . . With regard to new books no help whatever is obtainable, as the classifications in publishers' catalogs and in literary papers are unsatisfactory in the extreme, and this unsatisfactory feature is intensified by the fact that the books themselves are classified by persons ill qualified for the work. . . . In my opinion a carefully chosen board would be in a better position to classify all books which do not practically classify themselves than the most expert and erudite member of the Association." At least such a committee could report on the following points: "(1) The definite scope and limitation of subjects; (2) the introduction of new subjects into existing schemes; (3) the selection of a definite place where a book treating a topic from different standpoints should be placed; (4) synonymous terms; and (5) cross-references."

Law classification under the author arrangement. W. J. C. Berry. A. L. A. Bull. 1: 257-8. Jl. '07.

Library of congress classification: Bibliography and library science. United States. Library of congress. '02. Lib. of congress.

Library of congress classification and its printed catalog cards. F: C. Hicks. Lib. J. 31: 255-6. Je. '06.

The library of the United States naval war college after considerable deliberation has adopted the classification used by the Library of congress and thus is saved the labor of classification. This library is largely technical and no scheme of classification better suited to its needs exists. The only difficulty lies in the fact that as yet the Library of congress classification scheme is not printed, but when it is there can be no doubt of its practicability for it is as certain to be as full as other schemes in the subjects with which the Naval war college is concerned.

Plea for uniformity; discussion. Lib. Assn. Rec. 8: 161-6. Ap. '06.

Old systems are continually being altered and new systems coming into use. To fix on one system for general use might prevent the progress of library methods. "If ever a standard classification were selected it should

be one in which the terms were properly explained, and the scope of the headings well defined. A classifier "must be prepared to make a liberal allowance for expansion of his system, laterally and longitudinally, and probably from time to time a renovation of the various systems would be found desirable."

School of application for cavalry and field artillery, Fort Riley, Kan. Lib. Library classification scheme. '05. School of application press, Fort Riley, Kan.

Subject classification of text-books in law libraries. G. E. Wire. A. L. A. Bull. 1: 258-60. Jl. '07.

For a digest of this article see under the heading Law libraries.

Subject classification: with tables, indexes, etc., for the subdivision of subjects. Jas. Duff Brown. O. 423p. *15s. '06. Library supply co., London.

"The classification of this book is in our opinion an excellent one, showing great industry and intelligence in the author, probing far into the minute subdivision of knowledge. Every librarian, no matter to what system he is pledged, will find it of the greatest advantage to keep Mr. Brown's work beside him for frequent consultation. A huge quantity of that miscellaneous information for which the librarian not seldom . . . delves anxiously in gazetteer, or dictionary, or elsewhere, is here ready for use. No one who is committed to the Dewey classification and notation need in our opinion change to this one, and (perhaps through prejudice!) the Dewey classification plus the Dewey notation seems to us a more potent instrument for dealing with large libraries, but the Brown classification and the Brown notation show in several important points superiority to Dewey."—Lib. Assn. Rec.

—Review by E. A. Savage. Lib. World. 9: 48-55. Ag. '06.

Mr. Brown has aimed to supply a constant place, or single position for books on a subject which "is only obtainable by making the sciences and arts spring from their natural source." In the physical sciences he has achieved the desired result, but in biology he has not been consistent. Had he applied this principle consistently there would not be a class. General works which include education, logic, mathematics and the graphic and plastic arts. Mr. Brown argues that these pervade every branch of science, industry, or human study. But he could equally well assume that biology, mechanics, literature and bibliography are as pervasive as education. He is open to the charge of inconsistency on this point. "One simple way of testing a classification is to think of some of the books we have been unable to place in other classifications. Under this test the subject classification comes out exceedingly well indeed. Very many books are written upon philosophy and religion together—the S. C. provides a head for them. . . . The possibilities of subdivision are enormous. Altogether about 10,000 heads have been provided, each with a number neither longer nor shorter than A 131. But apart from these class divisions are the categorical divisions. In the absence of a more expressive portmanteau word, 'categorical' is used to denote a table of forms, phases, standpoints, qualifications, etc., which apply more or less to every subject or subdivision of a subject. . . . The categorical tables comprise 975 very useful forms and phases; and as a certain number apply to all class divisions it will be seen how closely books may be classed. In addition to the classes and the categories are the alphabetical and chronological symbols. . . . The index to the S. C. itself is thoroughly

Classification—Continued.

done. It is very full, occupying 171 of the 423pp. in this book. Each entry refers to the one and only place to which material is to go. The simplicity of the index and its extent, are strong inducements to librarians to apply the scheme to their libraries." Even those who are not in a position to apply the scheme will find the Subject classification invaluable as a work of reference.

—Review. W: W. Bishop. Lib. J. 31: 836-8. D. '06.

Mr. Brown "has made a classification with a reasonably flexible notation; one which can be applied without too great strain on the memory, and which should prove fairly expansive in practice. In short, he has made a bid for the sort of support that the Decimal classification now receives, and as his scheme is made with British interests in mind, it is probable that he will win many adherents in Great Britain and perhaps elsewhere. So far as its merits as a classification are concerned, it can hardly be said to be the equal of the Expansive classification, though it avoids the deadlier pitfalls of the Decimal classification, while as a scientific product it falls far short of several of the other well-known schemes. . . . The chief faults of the scheme are in its grouping of large divisions. The index is adequate, and by all odds the most valuable feature of the work. The introduction is full, giving much information about applying the classification, and many variant forms for indicating authors, dates, etc. It is to be regretted that this introduction is rather difficult reading even for one somewhat well versed in the technical jargon of libraries."

Subject groups for illustrated works. W: M. Merrill. Pub. Lib. 10: 173-4. Ap. '05.

Thoughts on classification, occasioned by the publication of J. Duff Brown's Subject classification. Pub. Lib. 12: 8-10. Ja. '07.

The classification of books in libraries is largely a question of accommodation for higher purposes. "The relative merits of classification schedules is a barren subject, unless discussed on philosophical grounds. In practical work we deal with them as tools. . . . For the historical and philosophic sciences, Cutter's classification is a masterly device. In the field of the exact sciences the Library of Congress recently has indicated a system that is a result of a diligent and many-sided scrutiny. The decimal classification may have its drawbacks in spots, yet it is, as a whole, a brilliant achievement." A review of Mr. Duff's Subject classification is given.

Unfrequented paths in classification. M. G. North. Lib. World. 9: 437-40. Je. '07.

The author suggests in a humorous way a strict classification according to subject of all books and magazines, even if to do this the books and periodicals have to be cut up.

Wanted—a classification: a plea for uniformity. R: W. Mould. Lib. Assn. Rec. 8: 127-47. Ap. '06.

With the advance of the open access the time has arrived when libraries should adopt a uniform classification scheme. The two systems now in general use are the Dewey decimal classification and the Cutter expansive classification. James Duff Brown issues this season a new scheme with a novel series of tables enabling subjects to be subdivided to any extent. "The scheme is so arranged that it can be applied to the largest library or the small collection." The Dewey system is in more universal use than the Cutter, but it is badly in need of revision. Mr. Dewey is at work on the new edition. He believes it would be foolish to re-cast the classification "in view of the amount of cataloging that has

been done by the present scheme." European as well as American librarians are being consulted in order to make the classification suitable for international use. The Cutter system "is distinguished as being the most logical and modern in its nomenclature of the recent systems. . . . It is coming into use in a good many American libraries, and when the final expansion is finished and provided with an index will undoubtedly be more used still." It is urged upon the Library association to evolve a scheme worthy of universal adoption.

Weak point in library administration: the absence of exact classification from British public libraries. E: McKnight. Lib. Assn. Rec. 8: 289-95. Jl. '06.

Rarely ever is the subject of classification brought up in the Library association and yet English libraries are not as a rule efficiently classified. In almost every library the classification is numerical in main classes. That is "books are divided into main classes, something like the following: A. Theology and philosophy; B. History and biography; C. Voyages and travels; D. Law and politics; E. Science and art; F. Fiction; G. General. There is, of course, no further subdivision, and the system is little better than a purely numerical arrangement. It is a hotch-potch method after all, and to dignify it by the name of classification is absurd. Mr. Brown says of it: 'A more chaotic and unbusiness-like arrangement probably does not exist anywhere, in any department of life, than a numerically arranged English public library on the plan just described. It is a mere wilderness of books dumped down on the shelves without regard to topic, relationship, or even an elementary idea of order or consistency.' Open access libraries are more closely classified, but it is said that "no satisfactory method, one which is not too involved and cumbersome, has yet been devised, whereby the indicator may be worked in conjunction with close classification on the shelves. Elasticity and latitude on the shelves are an essential part of any scheme of close classification, and of elasticity the ordinary indicator has none." Yet at Chorley this idea has been disproved. The books there are classified according to the Dewey system, three figures being generally used. "The class number and the accession number are both used on the book labels. The accession number acts as the indicator number and the indicator book contains the class number. The method of working is as follows: A borrower applies for say book No. 5932. The assistant takes the indicator book and finds written inside '840 Rousseau by John Morley.' He goes to shelf 840—French literary history—and finds the book under the author's name. . . . It would be of no avail to deny that it is not so easy for a new assistant, with no knowledge of library work to find books in this way. But new assistants are troubled to find books arranged in numerical order, and the difference in the time it takes to learn the system is not so much as to be considered a serious objection. On the other hand, there are decided advantages. The new assistant better understands the books in the library and their relation to each other, and therefore sooner becomes efficient and useful to the librarian and the public. . . . There is an inducement to offer help, when it is not too difficult to provide it, when an assistant can go to one place on the shelf for an armful of books on a special subject, and place them before the seeker, instead of running all over the department, which beside being a great deal of trouble, is a great waste of time and should not happen in a well-managed institution. Another advantage is equally obvious. Most libraries issue select lists of books, and some go to the trouble to supply any reader who applies for it with a list of books on a specified subject. Under a classified system such lists can be rapidly and completely compiled."

Cleaning books. See Binding and repairing.

Clippings.

What shall we do with clippings? C. Hathaway. Wash. Lib. Assn. Bull. 2: 9-10. Jl. '06.

"How often, in a small library, (in doing reference work) one remembers some newspaper clipping which would have given the exact information wanted, but where to find it is the problem." The Chautauqua portfolio has helped solve the problem. "The portfolio, on the shelf, looks like a black-covered book, but when opened, each one contains ten envelopes, the same size as the portfolio. Each envelope is called a section, and they are lettered A-K. On every section, or envelope, is an index to the contents of that particular section and these index lines are called topics. There are twenty topics to every section. For example, Vol. 1 may be used for 'Noted men.' The first envelope in the volume is called Section A. The first clipping in Section A is Henry Irving, which is numbered Topic 1. Every clipping pertaining to him is given that same number. I place the topic number and the date at the top of the article. The date is important, as it is often asked for. Now these clippings are ready to be cataloged. I use the standard card catalog card and make reference to the volume of the portfolio, section and topic." The "clippings about local history are especially important to us, for almost all of the available information comes to us from the newspaper articles written by pioneers. It is now a pleasure to use our clippings for reference work. By this method every clipping is cataloged and filed in the reference room ready for use."

Clubs, Library. See **Library associations and clubs.**

Clubs and libraries.

Library aids to study clubs. I. A. Hitt. Wash. Lib. Assn. Bull. 2: 9-10. O. '06.

"Without the public library clubs would have been more rare and less helpful. Yet so potent are they as educational factors that several states have already recognized them as a part of their educational system, have made appropriations for purchasing books for their use and have a system of registration connected with their state libraries."

Library and the club. Ind. State Lib. Bull. No. 13: 1-2. My. '06.

It is wise for the club to consult the librarian before making out its program for the year. By so doing, topics on which there is no material available may be avoided, and the librarian will have a chance to purchase books bearing on the topics assigned, especially if the subject is one that will be likely to be studied again.

Collation of books.

Objects and methods of bibliographical collations and descriptions. A. W. Pollard. Library, n. s. 8: 193-217. Ap. '07.

The object of collation is to discover whether a book is perfect, and "to ascertain in what relation it stands to other copies of the same work." In order to accomplish these two results the collator of early printed books must understand the makeup of those books. Early printers printed their sheets page by page exactly as the scribes had written them. Mr. Pollard explains how this was done and what precautions were taken to get the sheets of a quire in the right order. "To get the quires in the right order they were sometimes numbered, but more often lettered, the first quire a, the second b, and so on. The letters used were, mostly, those of the Roman alphabet, which treated i and j as one letter, and u and v as one letter, and had no w. The letters thus used are called signatures, and the Roman alphabet of twenty-three letters is that used by most English printers in signing the sheets to the present day." To guard against

the possibility of numbering the sheets quires wrongly "careful scribes wrote word of a new quire below the last the last line of the preceding quire provided a means of checking the order of the quires. So also, when they had written the first leaf of the first sheet, they wrote the last word of it the first word of the second sheet, and so on for the third and fourth, thus provided a means of checking the order of the sheets." When the printer had taken all these precautions it is easy to collate an old book. But before 1472 no one used signatures and even after that time books have neither signatures or collations because it was the custom to place the very foot of the page where the collation was cut off by the binder. A quire in an old book are not always as sometimes additional leaves are inserted. If one can find the strings which run through the middle of the quires it is fairly easy to collate by means of the watermarks. One watermark is made on each sheet and this is made about the middle of the sheet. Mr. Pollard tells how to detect missing leaves and leaves from another copy. The article closes with the forms of description to be used when the collation is complete.

Collections, Special. See Local collections. Special collections.

College libraries.

See also **Buildings; Libraries and colleges.**

Berea college and its library. E. J. Win. Lib. J. 32: 499-500. N. '07.

Brief outline of the organization and methods of the Cambridge University library. H. G. Aldis. Lib. Assn. J. 7: 625-36. D. '05.

The library is nearly 500 years old. Its bookcases date from 1644 to 1905, the latter part of the nineteenth century. Readers have always had free access to the shelves. While this diminishes the amount of service required from the library, it adds to the difficulties of administration. The organization of the work. The permanent staff consists of twenty-four librarians. The library possesses upwards of 720,000 volumes and over 80,000 maps. About 50,000 acquisitions are received each year. The library under the copyright act receives a copy of every book published in the United Kingdom. The books which are purchased consist of foreign publications.

College and school libraries in 1905. J. R. Robertson. Lib. J. 30: 149-150. '05.

College and university libraries in the southwest. P. L. Windsor. Lib. Assn. Bull. 1: 277-8. Jl. '07.

College libraries and college librarians: views and comments. W. N. Robertson. Lib. J. 31: 751-7. N. '06.

As a class college libraries have not kept pace with public libraries during the last twenty years. Too many college trustees and administrators have thought anyone could run a library. They have spent much of their money on the selection of a night watchman, an assistant, who has outlived his usefulness and been appointed librarian. Again they have realized the need of apparatus in the library. The scientific departments have failed to see the need for a large amount of literary material in the work of instruction. The so-called literary departments. A librarian needs more preparation than the librarian of a public library. He is educated with a body of finely trained scholars to understand and be in sympathy with the methods and needs he should have.

College libraries—Continued.

training and scholarly ability. "Whether the college is large or small the relationship between librarian and faculty must be close and constant. Harmony between them is absolutely essential both as regards the library and the work of instruction." While the librarian would wish to avoid the purchase of books that will soon become obsolete, yet "the utility and convenience of possessing books at the moment when they can be used most effectively" often justifies their purchase. Again it must be remembered when an expensive set of books is asked for which perhaps only the instructor will use that the grade of the college is determined by the character of instruction given by the faculty. "If a qualified professor wants a foreign journal of world wide repute in its field, one that contains a large share of the newest contributions to its subject, it is well worth some sacrifice on the part of the college and the library to obtain it. The immediate incorporation of its subject matter in the professor's lectures keeps his instruction abreast of the times, necessitates frequent revision of those lectures, enlivens them with reference to discoveries, inventions and experiments not yet six, three, or even two months old, and rarely fails to stimulate the interest of such students as are worth teaching."

College libraries in the mid-nineteenth century. W. N. C. Carlton. Lib. J. 32: 479-86. N. '07.

College study at Columbia. C. A. Nelson. Lib. J. 32: 495. N. '07.

Correlation of the library and other departments of colleges and universities. L. N. Wilson. Pub. Lib. 12: 220-1. Je. '07.

There is a great need for heartier cooperation between the library and the other departments of a college or university. At Clark university "the heads of departments make the classification for the books strictly within their field and classify all the books purchased for their departments as they are received." Uniformity in schemes of classification is not insisted upon. "This brings about a close relation between the library and all the departments of the university. The alcoves are practically departmental libraries within the main library, and each instructor takes a personal interest in his department of the library." The librarian makes no suggestions of radical changes without first consulting the heads of departments which will be affected by such changes. An effort is made to make the library a common laboratory in which all departments are interested.

Designing of a college library. N. S. Patton. A. L. A. Bull. 1: 270-4. Jl. '07.

"The first work must be done by the librarian and should consist in reducing to writing a description of the purpose and scope of the college library." Consultation with the president in regard to the future of the institution and with the professors in the departments that use the library, visits to other colleges, and consultations with other librarians should follow. When there is no librarian, the president should study the needs of the new building.

Developing a college library. W. H. Kerr. Pub. Lib. 12: 214-7. Je. '07.

"As modern scientific instruction is impractical without its laboratories, so is modern instruction in literature, philosophy, history, language, and science incomplete without its workshop, the library." The college library should supply professional material to teachers, it should furnish inspiration and guidance to students, it ought to be a bond of interest between the institution and the community, and should have close relations with the public schools. In selecting books consult the needs of professors and of students

also. Buy good editions. Buy important sets of periodicals. Develop the resources of the library and then develop the use of these resources.

Distribution of income in the college library. J. C. Rowell. Lib. J. 30: C84-6. S. '05.

Frederick Ferris Thompson memorial library building, Vassar college. Lib. J. 31: 769-70. N. '06.

Notes on this article are given under the heading Buildings.

Function of the library in education. W. H. Kerr. Educa. Outlook. 4: 307-11. My. '07.

"The library is not only the supplement of the departments of instruction, not only one of the departments, but it is the department of departments. . . . It is very easy to see the necessity of new dynamos, additional microscopes, improved chemical desks for the laboratories. Then why is it almost a crime to have duplicates in our libraries? Why does not the department of books, which is both servant and master of all, receive twice or thrice that which is granted so unhesitatingly for scientific work?"

Future university library. B. Rand. Nation. 84: 263. Mr. 21, '07.

The Harvard law school library is an example of what may be done with departmental college libraries if they are handled in the right way. "The development of this library has taken place under an expert who has given exclusive attention to legal literature. The result has been the creation of one of the best law libraries on this continent; and this library in turn has helped create one of the best law schools in the world. Mere increase in the number of books and in extent of accommodation could never have yielded these fruitful results if there had not been in addition expert and departmental administration. If only through such departmental development a thoroughly efficient library in a law school has been built up, a similar policy must, so far as practicable, be pursued in history, science, philosophy, or any of the other great departments of a university. . . . The library of a department has been truly described as its 'laboratory.' But a successful laboratory can be conducted only by those who give their lives to the task, and never by mere general supervision." Then if it is a good thing to have departmental libraries "we must form a new conception of the nature and functions of a central library in a university. Such a central library would comprise the general collection of books which are of equal value to the whole university . . . and the great array of general periodicals, reports, records, and documents serviceable to the entire community. It would also contain the general reading rooms, and provide for the various divisions of general library administration. Indeed, this administrative work would be one of the most important functions of the main library. . . . A suitable plan for a general university library might, for instance, be found in a main building for the central library surrounded by a group of department buildings in close connection; or it might prove more advisable to have the department libraries under the same roof as the central library. This latter plan would afford the readiest access to all the department libraries. Yet whatever the location, the one thing necessary is the maintenance of separate department libraries. To-day the great university libraries have, for the most part, only a corps of administrative officers. The future university library must provide in addition a staff of departmental librarians."

Indeterminate functions of a college library. J. F. Daniels. Lib. J. 32: 487-92. N. '07.

College libraries—Continued.

Library and the university. A. T. Hadley. Clark Univ. Lib. Pub. 1: 60-4. Ap. '04.

Library needs for universities. G. S. Hall. Clark Univ. Lib. Pub. 1: 67-9. Ap. '04.

Made-over library at the University of Michigan. Pub. Lib. 13: 8-9. Ja. '08.

Modern college library. J. H. Canfield. Educa. 27: 129-35. N. '06.

The college librarian "must appreciate books and . . . be able to correctly value their relations to the work of instruction. . . . He must also be an organizer and an administrator, fertile in expedients, alert for opportunity, ready to take the initiative. . . . Such a man ought to receive recognition, in rank and tenure and pay, as a full professor and . . . he should have a seat in the faculty. . . . Assistant librarians should rank as assistant professors. . . . Catalogers and other members of a (large) staff . . . should rank with instructors and tutors." There is no more reason for having a faculty committee on library administration than for having such a committee for the department of Latin or biology, but the librarian should not ignore the faculty, he should constantly seek their counsel. The funds for the library should be apportioned thirty days before the end of the college year. "Salaries and contingent expenses should receive first care, next serials and continuations (to keep sets intact), and then the more general books of reference, dictionaries, cyclopedias, annuals. What remains should be devoted to the departments. . . . leaving the initiative of choice of books with them. . . . The librarian and his staff must always constitute . . . the shortest distance between two points, the reader and the book. This calls for experience and skill in classification and cataloging, in the convenient placing of books on the shelves, and in all manner of devices for keeping such close track of each book that at any moment a definite answer can be made immediately to an inquiry for any title. Books used for required reading should be out of reach of the students, carefully guarded, and loaned on a day-and-hour scheme—generally for use in the building only. All other books should be as conveniently accessible as possible, for the open shelf system has an almost infinitely large balance in its favor. Some provision should be made for evening work in the library, and there should be rare (if any) observance of either academic or legal holidays. . . . The modern college library is a workshop . . . it is the very heart of the college."

Modern teaching and the library. J. B. Wharey. Lib. J. 32: 153-4. Ap. '07.

President Harper writes "in the really modern institution the chief building is the library. It is the center of the institutional activity. . . . The days are coming when in addition to the library each group of closely related departments will have its separate departmental library. This will include the books in most common use, the maps and charts of special value. The student in the future will do little of his work in his study; he must be in the midst of books. No ordinary student can afford to own one book in a hundred of those which he may wish at any moment to consult. His work must be done where, without a moment's delay . . . he may place his hand upon that one of ten or twenty thousand books which he desires to see. Some of us will see the day when, in every division of study, there will be professors of bibliography and methodology, whose function it will be to teach men books and how to use them."

Open shelves in a college library. W. I. Fletcher. Pub. Lib. 12: 213. Je. '07.

Plan for the compilation of comparative university and college library statistics. J. T. Gerould. Lib. J. 31: 761-3. N. '06.

The librarian who is undertaking to build up a college library needs to convince the board of the proper place of the library in the institution, and of "the fact that money is necessary to establish and carry on the work. . . . Any academic argument in favor of a given plan is defective and pale as compared with a definite statement, reinforcing the argument that in this and that competing institution such and such things are done." Up to date statistics from college libraries are not available. Mr. Gerould suggests a series of questions to be submitted to libraries, and that a committee be appointed to gather information by submitting such a series of questions.

Possibilities of a college library. H. Lindley. Earlham Coll. Bull. 5: 21-8. N. '07.

Princeton preceptorial system and the university library. V. L. Collins. Lib. J. 31: 163-5. Ap. '06.

Reference work in colleges. H. R. Mead. Lib. J. 30: 284. My. '05.

Notes on this article are given under the heading Reference work.

Reference work in public and in college libraries. W. B. Briggs. Lib. J. 32: 492-5. N. '07.

Notes on this article are given under the heading Reference work.

Relation of the college library to the student. W. N. Carlton. Educ. R. 33: 202-6. F. '07.

The college library should supplement the instruction given in the class-room and laboratory, should extend and reinforce the knowledge of the use of books as tools and should make students "acquainted with the best that has been thought and done in the world." Of late years there has been a marked change in the method of instruction in colleges and students are asked to do "A considerable amount of supplementary, additional, or independent study and reading. . . . In the room or rooms where undergraduates do their work library machinery and red-tape should rarely be visible, always at a minimum, and if possible, non-existent. The library should place its material in the hands of the student without trouble or inconvenience to him. Classification and other details of book arrangement or administration ought everywhere to be subordinate to making the use of the books easy and even attractive to the student reader. The library officials should be competent to assist him to use or to search for his material up to the point where the expert aid of the specialist instructor may fairly be called in. Instead of referring the average student to that wonderful mystery, the card catalog, the assistants should always, within reasonable limits of course, be the catalog for him."

Report on college and university library statistics. A. L. A. Bull. 1: 261-6. Jl. '07.

Special students' reference room. J. H. Canfield. Pub. Lib. 12: 217-8. Je. '07.

Columbia university has inaugurated a special reference room for students with about 5000 volumes on the shelves. These books have been "carefully selected with a view to their direct bearing upon the work of undergraduates in the college." Back of a small loan desk are about 1000 volumes—books for required reading which are given out on a day-and-hour scheme. The library is not open evening and books are loaned over night. The former head reference librarian is in charge of the undertaking and gives his entire

College libraries—Continued.

time to the assistance of students and the general administration of the room. The first month's reports are very encouraging.

Statements from college librarians, who, while not having Sunday opening, favor it. A. L. A. Bull. 1: 266-7. Jl. '07.

Stimulation of general reading in the college library. I. G. Mudge. Lib. J. 31: 764-8. N. '06.

In college the tendency is to do little reading except that prescribed in connection with some definite course of study. As a result a student may be very well read in a few subjects and be utterly ignorant of other literature. "Foremost among all means of encouraging general reading must be ranked the addition to the library staff of a capable and enthusiastic reference librarian. If the reference librarian has himself the instinct for books the library has taken the first and longest step in advance. . . . Of great importance in its effect upon the amount and character of the students' general reading is the method of expending the book fund for general literature and the smaller the amount which is available the more important the question becomes." At Bryn Mawr the general fund is spent on a few subjects of importance at a time. The subjects chosen are outside the fields of the different college departments. Among such subjects have been Russian novelists, lives of Lincoln, musical history and modern drama. Sometimes when a lecturer of distinction comes to the college copies of his own works are purchased. "Students, particularly in colleges which have dormitory systems, talk over their reading a great deal, and where one member of a set has become especially interested in books on a certain subject his friends not infrequently imitate him and read the same books." Many students like to examine second-hand catalogs and the most reliable of these are displayed for their use. Often purchases are made from them. A display of the new books cataloged the week before encourages the use of new books, and brings a variety of reading to the attention of the students. Such a display is far better than simply posting lists of new books.

Student circulation in a university library. T. W. Koch. Lib. J. 31: 758-61. N. '06.

During the years 1856 to 1906 students could take no books away from the library of the University of Michigan. Until a few years ago students there had free access to nothing but a few encyclopedias and a few books for collateral reading. Even the current magazines had to be called for by slips. In 1896 President Angell urged the regents to set apart some books for student circulation, but nothing was done. "As a result of the non-existence of a reference library with open shelves, the denial to students of circulation privileges, the barring of students from the periodical room, there was a congestion at our delivery desk which caused considerable complaint and formed one of the most pressing problems in the reorganization of the reading room service." As a remedy 6000 volumes were placed on open shelves around the walls of the reading room and the periodical room was opened to students. Newspapers which had hitherto been kept in the librarian's office were placed where the public had access to them, and at last in 1906 circulation of books among the students was granted. This necessitates to some extent the purchase of duplicate copies of certain books but "why should not the university library buy extra copies of standard works just as the laboratories duplicate certain apparatus for the use of students? A university library has other functions than merely rolling up its sum total of volumes from year to year. If it is to take its proper place in the educational work of the institution, it must not regard as wasted the money spent for an occasional du-

plicate of a work needed for the reference shelves or for circulation. It must consider the needs of the teacher and of the undergraduate as well as the claims of the original investigator and advanced student." Loaning books to the students has cost "next to nothing in the way of additional service at the desk" and "has not interfered with the use of the library by the faculty."

Student service in Ohio state university. O. Jones. Pub. Lib. 12: 227. Je. '07.

Complaint is often made about boys as pages in college libraries. The Ohio state university finds student help very satisfactory. Students take a genuine interest in the work and often beginning early in their college course they remain with the library until graduation.

University libraries of Virginia, the Carolinas and Georgia. L. R. Wilson. A. L. A. Bull. 1: 266-70. Jl. '07.

University of Michigan. Annual report of the librarian for 1905-1906. (Univ. bull. n. s. vol. 8, no. 10.) O. 76p. '07. Univ. of Michigan, Ann Arbor.

The report gives an excellent summary of the work of a college library in its various departments.

Colleges and libraries. See Libraries and colleges.

Commissions. See Library commissions.

Consumption and libraries. See Contagion.

Contagion.

Public libraries and tuberculosis. C. Marvin. Pub. Lib. 11: 433-4. O. '06.

Librarians have a duty to perform in preventing the spread of tuberculosis. A few rules should be made in regard to reading room and home use of books and these rules should be enforced. The public library is a great blessing to tuberculosis readers but they should consent to washing their hands after coming to the library and to using a suitable sputum cup. The danger lies in turning the leaves with moist fingers as germs are frequently found on the finger tips. Books should be disinfected after having been used at the homes of consumptives. Librarians should not be indifferent on the subject of contagion and disinfection.

Cooperation.

Cataloging bureau for public libraries; symposium. Library. n. s. 6:86-93. Ja. '05.

Cooperation is desirable because of the shocking waste of time and energy expended on the production of catalogs at present.

Co-operation between scientific libraries. F. A. Bather. Nature. 73:413. Mr. 1 '06.

"If only money could be pooled, and the purchases distributed according to some pre-arranged scheme among the various libraries; and if a joint catalog were prepared, and kept up from month to month, showing not only the titles of books, periodicals and papers, but the libraries in which they were to be found, then weary searching and fruitless wandering would no longer be the lot of the conscientious student. Even as things are, without so radical a reform as a redistribution of income, I feel sure that a conference of librarians, bent rather on furthering the interests of the reader than the pride of their own institutions, and armed with the necessary powers for cooperation, would soon lift London libraries out of the hopeless muddle that we now have to struggle with."

Cooperation—Continued.

Co-operation between scientific libraries.
Nature. 73: 438-9. Mr. 8, '06.

There are more than 1400 serials in London scientific libraries. A complete list of these with the libraries where they may be found would be of great advantage.

Coöperation in bibliographical research.
E. F. McPike. Dial. 38: 226. Ap. 1, '05.

Future of the catalogue. H. Barlow. Lib. Asst. 5: 239-43. Mr. '07.

"If the public library as regards its accessions for the next few centuries is going to keep step with this prolific outpouring of literature, a problem more difficult than that which confronts us in the proportionate cataloging of these accessions cannot be conceived. . . . Co-operation will perhaps be the only solution to the difficulty—co-operation, not only among libraries and librarians, but also among publishers and authors." This co-operative cataloging might be undertaken by the Library association and its headquarters located at the British Museum. The staff will consist of catalogers and book selectors and only the most capable men will be employed. "The book selectors will choose from among the new productions those books which are deemed most suitable for public library purposes; and of the books thus chosen, monthly lists will be sent to every library in the country for the guidance of librarians and committees in purchasing new additions. While the monthly list is being prepared by the selectors, the publications thus selected will pass into the hands of catalogers, and when these have been cataloged, full catalog entries will be printed on special slips ready for distribution to the libraries which apply for them." Annotation is the most important branch of cataloging and it must be done by persons who have a good knowledge of the subject treated. "The degree of excellence of the annotation depends upon the qualifications of the annotator, and no single man possesses the qualifications necessary to enable him to annotate on every subject. . . . It is my firm conviction that co-operative cataloging will be the cataloging of the future—certainly the remote future. Why not the near future—our own generation? . . . The catalog of the future will be made on these principles of co-operation. The day will be when librarians and committees must perforce run public libraries on more economic lines; and as time rolls on, and the public library movement becomes more marked, there will be a manifestation of public interest of a more practical nature. A series of reforms will be the result, and one of these reforms will be the cataloging system."

Relations of the greater libraries to the lesser. C. J. Barr. Pub. Lib. 10: 276-9. Je. '05.

Large libraries may assist smaller ones by issuing printed cards, placing of depository catalogs at centers throughout the country, distributing finding lists and other bibliographical publications, by issuing lists of serials or special collections, by inter-library loans and reference work by correspondence.

Unity and coöperation in library work.
Lib. J. 30: C180-4. S. '05.

Copyright.

Book trust and the copyright bill. W. P. Cutter. Ind. 63: 1239-41. N. 21, '07.

Discussion of proposed amendment to copyright law. J. I. Wyer, jr. Pub. Lib. 11: 109-11. Mr. '06.

Facts in the copyright case. W. P. Cutter. Pub. Lib. 11: 436-7. O. '06.

Hearing on the copyright bill. Lib. J. 31: 320-3. Jl. '06.

Importation clauses in proposed copyright bill. Lib. J. 31: 171-2. Ap. '06.

Library copyright league. Lib. J. 32: 14-6. Ja. '07.

Objections to proposed legislation. Pub. Lib. 12: 60-1. F. '07.

Proposed copyright law—a protest. H. C. Wellman. Lib. J. 31: 811-2. D. '06.

Proposed copyright law contains monopoly clause. W. P. Cutter. Pub. Lib. 11: 554. D. '06.

Proposed prohibition of importation of copyright books. Lib. J. 31: 60-70. F. '06.

Publisher's defense. G: H. Putnam. Ind. 63: 1242-7. N. 21, '07.

Second public hearing on the copyright bill. Lib. J. 32: 16-20. Ja. '07.

County extension. See Library extension.

D

Delivery of books. See Delivery stations; Library extension.

Delivery stations.

Branch libraries. H. G. Sureties. Lib. Asst. 5: 285-8. Je. '07.

A plea for branch libraries instead of delivery stations.

Delivery stations. W. C. B. Sayers. Lib. Asst. 5: 288-90. Je. '07.

Delivery stations are more economical than branch libraries and if the books are delivered by automobiles rapid and regular service is given to patrons. A branch costs £800—£1000 per annum. A delivery station costs £40—£60 per annum.

Dewey classification. See Classification.

Discarding books.

Discarding books. J. D. Young. Lib. World. 10: 108-12. S. '07.

Libraries accumulate books so rapidly that it is almost imperative to discard the books that have outlived their usefulness. In doing this it is well to consider how this may be accomplished in each section of the library. Philosophy. As a rule this class is small. "Out-of-date text-books, especially in psychology and ethics, should be the first to go. Old treatises on the different philosophical systems and unimportant works on logic—there are not many of the latter, however—may also be disposed of." Religion. Collections of sermons may well be discarded unless they are of local interest. "Obscure exegetical works and books dealing with forgotten controversies should follow the sermons. Sectarian literature is hardly worth house-room. Old treatises on the non-Christian religions, written for the most part before those religions were properly studied or understood may be safely discarded." Sociology. As this is a comparatively new subject great care should be exercised in discarding. Philology. A small section and wants but slight revision. Old dictionaries may be thrown out if better ones have taken their place. Natural science. "Scientific works are so soon out of date that it is as well to withdraw the ordinary type of text-books as soon as they have been adequately superseded. But it should first be ascertained if they have been adequately superseded. . . . Books of the 'popular sci-

Discarding books—Continued.

ence" type may be weeded freely, but it would be as well if they were bought sparingly." Useful arts. This literature is more quickly out of date than even strictly scientific literature. Fine arts. Discard very sparingly. Literature. Great care must be exercised here. As a rule keep only one good translation of a foreign author. Works of dead and forgotten poets and dramatists may be thrown out. Fiction usually wears out. Biography. Withdraw lives of nonentities. Geography and description. Greater care should be exercised here than anywhere else. Tho seventy-five per cent of the books are valueless the difficulty is to find the twenty-five per cent. History. Ordinary text-books may be thrown out if superseded by modern ones. General works. Keep all works of a bibliographical nature.

Weeding out. J. G. Faraday. Lib. Asst. 5: 46-50. Ja. '06.

Old and useless books must be discarded to keep a library in a thoroly efficient state. "Municipal libraries are not intended for purposes of research and scholarship, but to afford an opportunity for the average citizen to improve his education." Therefore they do not need to preserve books for the same reason that national or special libraries do. Expense of shelving books and keeping them in repair should be considered, and in libraries where an indicator is used the cost of charging is no small matter. No rigid rules can be laid down for the choice of books to be thrown out because conditions vary in different libraries. Where more than one copy of a book has been purchased to meet an extra demand all but one copy of it may well be discarded when the demand ceases to exist. Books only required at long intervals may be thrown out. Many donations are worthless and may be withdrawn after an interval of time. Magazines are hardly worth preserving in municipal libraries. But "no book, however old, should be discarded before it has been efficiently superseded. . . . Books, maps, etc., of local interest should never be discarded. Be careful not to disturb works which have found a place in literature or those which are by original authorities. Books of all classes containing good and reliable illustrations should always be retained. . . . Books of bibliographical interest should never be discarded. When a doubt arises as to the advisability of discarding a volume, the wiser course is always to retain it."

Disease. See Contagion.

Disinfection.

Public libraries and tuberculosis. C. Marvin. Pub. Lib. 11: 433-4. O. '06.

Duplicates.

Care and disposal of duplicates. H. R. Mead. Lib. J. 32: 202-3. My. '07.

In checking a collection of books for duplicates be sure to retain the best copy for the library; to consider the desirability of extra copies; to keep all editions. When a volume is to go to the duplicate collection mark "dup" inside the cover and underneath it put the class number of the library copy of the book which will help in shelving it. On the title page underline "the name under which the book is cataloged, or if the real name does not appear add it in lead pencil." The judgment of the reference and loan librarians in regard to retaining extra copies will be found helpful. A card catalog of duplicates is certainly a desideratum. It is essential in making exchanges, and by consulting it the reference librarian may be able to supply a need when the regular copy of the book is out. To dispose of duplicates by auction is expensive, but exchange is often mutually advantageous. For this purpose a hectographed or mimeographed list may be sent to libraries that are likely to need the books the library has for exchange. "An

ideal scheme of exchange would be to have a state, a national, and an international duplicate or exchange bureau. . . . But the great expense and comparatively small value of duplicates would hardly place such a project on a paying basis. . . . Some of the state commissions are undertaking similar work, and always with advantage to the libraries concerned."

Duty on books. See Tariff.

E

Evaluation. See Annotation.

Examinations.

See also Civil service for libraries.

Education of the librarian: elementary stage. H: D. Roberts. Lib. Assn. Rec. 8: 559-63. N. '06.

The first library examination given in England was held in July 1885 and only three candidates presented themselves. After that little was done until 1892. Then there were only seven candidates and only one obtained a certificate. Since 1898 the education committee of the Library association is responsible for the conduct of the examinations. Of late years the increase of candidates is marvelous.

Examination in literary history; hints to candidates. E. A. Baker. Lib. Assn. Rec. 9: 390-4, 443-51. Jl.-Ag. '07.

Library assistants and the study of literature. Lib. World. 8: 72-5. S. '05.

Library examinations in theory and practice. Lib. J. 30: 15-8. Ja. '05.

Discusses qualifications necessary for library workers and the kind of questions which should be asked in examinations.

State examinations and state certificates for librarians. C. F. Baldwin. Lib. J. 31: 806-8. D. '06.

It would seem impracticable for the state to conduct examinations until direct aid is given to libraries. This is now given in nine states only.

Teaching of literature. Lib. World. 8: 85-7. O. '05.

Exhibits of libraries.

Artistic advertising. A. V. Milner. Pub. Lib. 10: 356. Jl. '05.

Book exhibitions. G. F. Staley. Lib. World. 10: 106-8. S. '07.

"The display of manuscripts, books, specimens of printing and binding, is a practice perhaps unsurpassed in awakening and fostering interest in books and book production. . . . On the occasion of a book exhibition, notices in the local press and an article in the library bulletin recounting the features and the objects of the exhibition will do much to secure public attention not only for the exhibition but also for the library's work generally."

Industrial exhibit. W. F. Sewall. Pub. Lib. 12: 235. Je. '07.

"The exhibit was representative of the leading manufacturing industries of Binghamton, and the processes, as well as the finished products, were on view. In some cases manufacturers sent men to explain details. The exhibit included scales, flour, glass, chairs, combs, silk, whips, perfumery, shoes, wagons, sleighs, tobacco, wood alcohol, etc. . . . The exhibit attracted hundreds of persons to the library for the first time. Lists of books bearing on the industries represented were given visitors, and resulted in increasing the membership of the library."

Examinations—Continued.

Library exhibit by a normal school. Pub. Lib. 10: 361. Jl. '05.

Library hints. Pub. Lib. 11: 508. N. '06.

Expansive classification. See **Classification.**

Extension of library work. See **Library extension.**

F**Fiction.**

Classification of fiction. Lib. World. 7: 290-3. My. '05.

Flood of fiction. Liv. Age. 251: 179-84. O. 20, '06.

Free libraries and fiction. W. H. Harwood. Westm. 165: 209-15. F. '06.

Free public libraries as promoters of subscription libraries. C: K. Bolton. Pub. Lib. 12: 175. My. '07.

The policy of buying only the best in fiction is turning many cultivated people from the public to proprietary libraries. People want to get at the library the books that are being read and discussed in society.

Predominance of fiction in public libraries. Lib. J. 30: 473-4. Ag. '05.

Report of the committee on prose fiction. Lib. J. 31: C207. Ag. '06.

Standard of fiction in public libraries. E. A. Baker. Lib. Assn. Rec. 9: 70-80. F. '07.

An argument "that novels which are genuine literature should not only be admitted to our libraries, but duplicated over and over again . . . but that the sensational, the un-literary and the ephemeral novel, which of course outnumbers the former a hundredfold in the book market, should be ignominiously rejected."

—Discussion. Lib. Assn. Rec. 9: 98-103. F. '07.

Subjects fit for fiction. O. Wister. Lib. J. 31: C20-4. Ag. '06.

Successful experiment in directing the reading of fiction. F. L. Rathbone. Lib. J. 32: 406-7. S. '07.

In every library there are many copies of well-known novels for which there is no current demand. The Buffalo public library made these useful in the following way. Graded lists of popular novels were prepared. "The first list was chosen to place in the books of still less literary value than books mentioned on the list. A list was placed in every copy of every book by Mrs. Holmes, Mrs. Wilson, Florence Warden, etc., the 'borderland fiction' that most libraries have contained and that many libraries are not replacing. The second list included many titles that when new every library was forced to duplicate freely. This list was placed in all copies of all books by the authors mentioned on the first list, and in many others of about the same quality. Each list was always better than the book in which it was placed." The result was surprising. Such a demand was created for books on the lists that more copies had to be purchased. "The reason seemed to be that a new public had been introduced to the books. We had tried to see that no novel was listed which, if chosen first, would lead the borrower to abandon the list as uninteresting. We had tried to see also that the holding quality of every story from the start was

paramount to its literary quality, that all were refreshing love-stories and had attractive titles, and that but one story by an author was given. . . . We headed each list 'Popular novels' and printed them on varied tints of paper."

Uses of fiction. A. E. Bostwick. A. L. A. Bull. 1: 183-7. Jl. '07.

"With those who are intellectually young, whether young in years or not, the narrative form of expression is all in all. . . . Not only all the fiction, adult and juvenile, but all the history, biography and travel, a large proportion of literature and periodicals, some of the sciences, including all reports of original research, and a lesser proportion of the arts, philosophy and religion, are in this form. . . . In the library we may and do see that harmful literature is excluded but we cannot be expected to see that books which are not in themselves injurious are not sometimes used to excess."

Files, Vertical. See **Vertical files.**

Finance.

See also **Accounts.**

Estimate of annual expenditure for an established library, with an income of £220. O. C. Hudson. Lib. World. 10: 134-6. O. '07.

Fines.

Every-day problems. M. Sterner. Minn. Pub. Lib. Com. Notes. 9: 29-30. D. '06.

"Since fines seem to be the natural way of settling the overdue book question as well as the one of lost and damaged property it is well to recall that the library belongs to the people and that they should be made to feel that as far as possible their individual interests are being considered. The loser of a book may be given advantage of the library discount; the one who returns an injured book, which may be made good by binding, may be asked to pay only the binding price; fines may be charged on the card occasionally, and ever and always the qualities which library people must have in such abundance are to be to the fore."

Fines for overdue books. Wis. Lib. Bull. 2: 27-8. Mr. '06.

A symposium on library practice regarding fines in Wisconsin.

Folios. See **Shelving of books.**

Foreign languages, Books in.

Books for the foreign population. A. E. Bostwick. Lib. J. 31: C67-70. Ag. '06.

The peculiar distribution of nationalities in a city especially in the year or so immediately after arrival in this country is a great aid in providing reading for them as one or two collections of books in each foreign tongue would provide reading for all. The tendency is for people speaking the same language to seek the same locality. The New York library has taken advantage of this in circulating foreign books. Their experience is that the circulation is almost wholly among adults, the classes of book loaned being principally literature and fiction.

Books for the foreign population. J. M. Campbell. Lib. J. 31: C70-2. Ag. '06.

Foreign-speaking patrons constantly are saying "Give me some book about America in my language." If such books are not written the American library association should agitate the question until something is done toward it.

Buying of foreign books for small libraries. A. Martin. Minn. Pub. Lib. Com. Notes. 9: 30-1. D. '06.

In communities where there is a foreign element in the population the demand for books

Foreign languages, Books in—Continued.

in their own language is latent if not active. Let the Library commission help in this matter if possible by sending out traveling libraries. If they cannot do so let four or five libraries combine to purchase such books.

Educational opportunity and the library.

J. M. Campbell. Lib. J. 32: 157-8. Ap. '07.

Passaic, N. J., started out with supplying newspapers in foreign languages. When it came to finding suitable books in various languages difficulties arose. Then the people were asked to say specifically what books they wanted and where they could be purchased. But two to five hundred titles exhaust the popular books in the Slovak, Bohemian, Polish or Russian languages and the patrons still wanted more books. It was suggested that they read English books, but the reply was they could not. There was no one to teach them. State money could not be used for that purpose. The facts were brought before the legislature of New Jersey and a bill was introduced which if passed will enable any town to offer educational assistance to its foreign speaking adult inhabitants.

King Oscar's traveling library. Minn.

Pub. Lib. Com. Notes. 2: 101-2. Ja. '08.

A description of the collection of books in the Swedish language sent to the United States by King Oscar.

Library in relation to special classes of readers: books for the foreign population. J. H. Canfield. Lib. J. 31: C65-7. Ag. '06.

The number of foreign born people in our country is large and it is important that they become desirable American citizens. How can they "be given most quickly a fair understanding of their new life and their new relations?" It is the part of the library to help toward this by supplying "good translations of elementary text-books in civics from English into other languages, and other literature that will be helpful to them in their new relations." The immigrant should have an opportunity to learn about the laws of the city where he lives in order that he may keep out of trouble. He ought to be able to find an authoritative discussion of the industrial conditions of the country. Later perhaps he would care to know something of its political history. "All this is necessary for his immediate information and guidance in the choice of occupation and home, and is exceedingly desirable in his preparation for intelligent citizenship."

Patriotism and the public library. Dial. 44: 64-5. F. 1, '08.

The question is raised: Is it wise for libraries to provide books in their own language for immigrants? The article answers in the affirmative.

What Minnesota does for its foreign citizens. Mrs. K. M. Jacobson. Minn. Pub. Lib. Com. Notes. 9: 31-2. D. '06.

The Library commission of Minnesota adds without extra charge six books in a foreign language to any traveling library of English books which is sent to a traveling library station. Because of lack of foreign books only two can be added to an English home library.

Free lectures. See Lectures.**Furniture and fittings.**

Economical furniture and fittings. A. L. Peck. N. Y. Lib. 1: 41-2. Ja. '08.

Suggestions on book stacks, delivery desks, charging trays, chairs and tables, etc.

G**Gifts and bequests.**

See also Carnegie libraries.

Donations. G: E. Denne. Lib. Asst. 5: 226-9. F. '07.

A diversity of opinion exists "as to whether every donation should be accepted." Some gifts are useful in themselves but not suited to the library. For instance unbound illustrated periodicals, probably incomplete, require binding far above the cost of the gift. It is suggested that in such cases the donor be frankly told the facts in the case. All gifts should be promptly acknowledged.

Gifts and burdens. Ind. State Lib. Bull.

No. 12: 1-2. Ap. '06.

"A community with an income from taxation of from one thousand to fifteen hundred dollars a year may, in inexpensive and yet convenient rooms, conduct a library that will be of great service to the people, for in such quarters practically all the income may be turned to real service to the people in books, magazines and librarian. The expense of heat, light and janitor are relatively insignificant items in small and simple quarters." Suppose this community should accept a gift of from \$6,000 to \$10,000 for a library building. They have an additional expense in heating, lighting, janitor service and repairs, all making a considerably increased cost for maintenance, which means a lessened income for the book fund and the librarian's salary, while these are the vital things. Only a well equipped librarian can render the largest service, and in the case of a large building, a janitors' salary may be nearly equivalent to that paid the librarian. "With an income of \$1,500, subtract \$500 for running the plant, subtract \$400 to \$500 for the librarian's salary, and there is left from \$500 to \$600 for magazines, books, bindings and repairs. Books, not buildings, constitute the essentials of a library, and there is no reason to expect the services of a well-equipped librarian for a smaller salary than that paid to the best teacher in the same town. A separate building, where the income is less than \$1,500, although a gift, would certainly be a burden that no community could in justice to itself, accept. A generous gift may become an intolerable burden."

Report on gifts and bequests to American libraries, June to December, 1904. J. L. Harrison. Lib. J. 30: C110-20. S. '05.

Report on gifts and bequests to American libraries, Jan. 1 to Dec. 31, 1905. D. B. Hall. Lib. J. 31: C159-74. Ag. '06.

Report on gifts and bequests to American libraries, 1906. A. L. A. Bull. 1: 306-10. Jl. '07.

Government documents. See Public documents; State documents.

Guides.

Classification guides and indexes. E. A. Savage. Lib. World. 8: 261-6. Ap. '06.

H

Halls, Assembly. See Assembly halls.

High school libraries. See School libraries.

Historical societies.

Collections of the Wisconsin historical society on the history of the middle west. A. C. Tilton. Lib. J. 30: 917-20. D. '05.

How may state history be best conserved? H. C. Coffman. Wash. Lib. Assn. Bull. 2: 5-8. Jl. '06.

In Wisconsin "the Historical society and the state university library are together in one building, cooperating in every way, the Historical society being the state's big reference library. There is no duplication of collections, books, salaries, buildings and work." In Washington "I would gather at the state library a complete law, state, government and foreign document library; take up Wisconsin's legislative librarian idea, and reorganize the state free library commission. Secure the union of the two historical societies and the state museum, or failing in this, create a new historical society on the plan of Wisconsin, making its library the state reference library, and forming a union with the state museum and the state university and cooperating with the Seattle public library, the foremost public library west of the Mississippi valley and north of San Francisco. We would then have, at one central point in the state of Washington, a library and museum foundation that will in time stand with the best in the country and an organization that can in no way so successfully bring us the prestige so much to be desired. And finally, working from this central organization, thru the main society, and in co-operation with all town and city libraries of the state, we will develop an interest in the collection and study of history, and engender an ambition to advance the libraries of the state such as would exceed our fondest ambitions."

Libraries of historical societies. Lib. J. 31: 212-3. My. '06.

History.

See also Historical societies; Local collections.

Bibliographical notes on historical composition. W. E. Foster. A. L. A. Bull. 1: 187-90. Jl. '07.

Some of the material in the Bancroft library. Pub. Lib. 11: 60-1. F. '06.

Sources of history of the Pacific northwest. W. J. Trimble. Wash. Lib. Assn. Bull. 3: 12-4. Ap. '07.

Sources of northwestern history. J. Schaffer. Lib. J. 30: 790-3. O. '05.

The article states where sources are to be found.

History of libraries.

See also College libraries; Libraries.

Beginnings of public libraries supported by taxation. M. C. Dyer. Pub. Lib. 10: 458-60. N. '05.

Boston Athenæum centenary. Lib. J. 32: 496-8. N. '07.

Brief outline of the organization and methods of the Cambridge university library. H. G. Aldis. Lib. Assn. Rec. 7: 625-36. D. '05.

Notes on this article are given under the heading College libraries.

College libraries in the mid-nineteenth century. W. N. C. Carlton. Lib. J. 32: 479-86. N. '07.

Development of public libraries within the bounds of the old New Haven colony. H. M. Whitney. Conn. Pub. Lib. Doc. No. 8: 3-15. '04.

Development of public libraries within the bounds of the old New Haven colony. H. M. Whitney. '04. Connecticut pub. lib., New Haven.

First books imported by America's first great library, 1732. A. J. Edmunds. Penn. M. 30: 300-8. Jl. '06.

First library in Indiana. H. Ellis. Pub. Lib. 10: 509-12. D. '05.

Library movement in the South since 1899. A. Wallace. Lib. J. 32: 253-8. Je.; Same. A. L. A. Bull. 1: 62-7. Jl. '07.

Library progress in Rhode Island. H. L. Koopman. Lib. J. 31: C10-7. Ag. '06.

Mediaeval library. E. C. Richardson. il. Harper. 110: 788-98. Ap. '05.

Modern public library. H. Bell. il. Book-lovers M. 7: 515-26. Ap. '06.

A discussion of the founding and career of the largest libraries in England, France, and the United States.

Proprietary library in relation to the public library movement. W. I. Fletcher. Lib. J. 31: C268-72. Ag. '06.

Holidays.

Library and the holiday. J. S. Harron. N. Y. Lib. 1: 40-1. Ja. '08.

"The wise librarian will use her leisure (!) throughout the year in making a holiday index. . . . This index, once started, may be kept up to date with little trouble by noting the contents of the current magazines as they come in."

Sunday and holiday opening. Lib. J. 32: 103-7. Mr. '07.

Statements from eleven large libraries agree that holiday opening is in general "like that of ordinary days, except for Christmas, which seems to be usually held to be like a Sunday and perhaps the Fourth of July."

Home delivery. See Library extension.

Hours of opening. See Holidays; Sunday opening.

J**Illustrations. See Pictures.****Indexes.**

See also Indexing.

Available published indices of legal periodical literature. A. L. A. Bull. 1: 252-4. Jl. '07.

Bibliographical aids to the use of the current literature of science. C. J. Barr. A. L. A. Bull. 1: 129-32. Jl. '07.

Index of economic material in documents of the states of the United States: 1820-1904. Maine. (Carnegie institute of Washington. Publication no. 85.) A. R. Hasse. Q. 95p. pa. 50c. '07. Carnegie inst.

A review of the method of indexing is given. Indexes wanted. W. Powell. Lib. Assn. Rec. 7: 105-12. Mr. '05.

Good "Indexes would make a well-selected library of 5,000 volumes as useful as many a

Indexes—Continued.

library of 10,000 volumes is under existing conditions. The kind of thing wanted is represented at present by a few specimens, chief among which are Poole's Index to periodical literature and the A. L. A. Index to general literature," and also Granger's Index to poetry and recitations. Indexes that are especially needed are those to (1) Essays, (2) Poetry and ballads, (3) Drama, that is, an index to titles and authors of all known English plays," (4) Portraits, (5) Heraldry, (6) Biographies, (7) Archaeology, (8) Parliamentary reports, etc. "The chief difficulty would no doubt be the question of cost, and I cannot pretend to say whether it is insurmountable or not. . . . My experience has been largely confined to a great reference library, and many times I have been convinced that the information asked for is somewhere in the building if we could only lay hands on it. It is unnecessary to dilate on the peculiar questions shot at us from time to time. You all know them. My contention is that more indexes would enable us to answer a much larger proportion of these plums than we can at present."

Indexing.

See also Cataloging; Indexes; Subject headings.

Engineering periodicals and the card index. H. W. Hibbard. Technical Lit. 1: 61-4. F. '07.

A lecture to engineering students telling them how to make a card catalog for their own use.

Indexes wanted; discussion. Lib. Assn. Rec. 7: 93-6. F. '05.

Indexing of technical information. Technical Lit. 1: 65-6. F. '07.

Indexing: principles, rules and examples. N. Y. State lib. O. 75p. 15c. '05. N. Y. State education dept., Albany.

Indexing state papers. J. M. Hitt. Wash. Lib. Assn. Bull. 3: 3-4. Ja. '07.

"Newspaper columns contain the very essence of local color, and as a reflection of the real life and growth of a community cannot be equalled as a source for the student of history. Of course in indexing the matter contained in these columns a very careful estimate must be made of relative values; all things being of more or less value to the student of purely local affairs, while for the broader investigator far fewer topics would prove of interest."

Author entries are not needed but cross references should be made. The labor of indexing newspapers "is in direct proportion to the minutiae of the subjects desired. . . . It will be easier after the habit of indexing has been acquired to increase the number of items rather than jeopardize the plan by attempting too minute a classification now. . . . We suggest as a starter that two classes of items, as suggested above, be kept: 1. Those of a purely local value. 2. Those of general value, i.e. beyond the confines of the county. That each of these be grouped about these headings: a. historical; b. geographical; c. statistical; d. political; e. social; f. religious; g. educational.

Making an index. C. B. Pub. Lib. 10: 132-5. Mr. '05.

"The materials necessary are small paper slips, guide cards, boxes for filing and a fountain pen. . . . The indexer must put himself in the place of every possible seeker after knowledge, and grasp every item of value as it appears on the printed page. The catchword under which this idea is to be entered in the index should be judiciously selected as the one most likely to be familiar to the reader. . . . When a subject has modifying phrases a slip is made for each with the page reference . . . and not until the whole index is finished and copied on sheets for the printer are the duplicates of

the first subject-word stricken out. . . . An important element . . . is the cross reference. . . . The index in its integrity should be a successful demonstration of putting oneself in another's place. The entries must consist of words the most vital in expression of the thought."

Manual of practical indexing. A. L. Clarke. D. 184p. *5s. '05. Library supply co., London.

The book is divided into three parts; Literary indexing, Commercial indexing, and the Mechanical production of indexes. Part one considers the indexing of periodicals and of books, part two the indexing of catalogues, business directories and correspondence.

Mechanical engineering index. Technical Lit. 1: 78. F. '07.

Reform in indexing methods. A. L. Clarke. Lib. World. 9: 317-20. Mr. '07.

No class of work demands the faculty of clear thinking more than indexing does. Twenty-five years ago "Oliver Wendell Holmes said that he conceived the formation of indexes, more especially of indexes to periodical literature, to be one of the principal tasks worthy of performance at the hands of that and the next generation of scholars. After alluding to the high value set by himself and the more literary of his fellow-countrymen on the index" to the North American review he said "a great portion of the best writing and reading—literary, scientific, professional and miscellaneous—comes to us now, at stated intervals, in paper covers. The writer appears, as it were in his shirt-sleeves. As soon as he has delivered his message the book-binder puts a coat on his back, and he joins the forlorn brotherhood of 'back volumes,' than which, so long as they are unindexed, nothing can be more exasperating. Who wants a lock without a key, a ship without a rudder, a binnacle without a compass, a check without a signature, a greenback without a goldback behind it?" Indexes to books and to many popular magazines are too generally poor. A French statesman summed up the cause for this in the following words: "The title: that is the enemy?" Untrained and indifferent indexers pin their faith to the title. But it often gives but little or no indication of the subject. The indexer must dive into the contents to learn what the author means. In training for the work the literature of indexing should be thoroly digested.

Reform in indexing methods. A. Mill. Lib. World. 9: 408-9. My. '07.

"That some reform is absolutely necessary, has long been apparent to all who take any serious interest in literature, but any improvement is utterly hopeless until authors and publishers realise the importance of a good index. Some indexes are so deplorably bad that the books which have the misfortune to possess them would suffer less if they had been ushered into the world without any attempt having been made in that direction, and one wonders how the publishers manage to light upon such marvels of incompetence." Authors are to blame because they leave the publishers to arrange about the indexes and publishers are to blame because they "select some poor unfortunate, whose only merit is cheapness, and handing him a set of proofs, request that an index may be prepared within so many days." Examples from the index to Andrew Lang's History of Scotland are cited.

Subsidised indexing. A. L. Clarke. Library, n.s. 6: 274-80. Jl. '05.

A plea for state aid or private endowment for carrying on an index to periodicals such as the Review of reviews, index which was discontinued because of lack of funds to pay for the work.

Indicators. See Charging systems.

Institutes. See Library institutes.

Insurance.

Insurance for libraries. H. Folger. Pub. Lib. 12: 52-3. F.; Same. News Notes of Cal. Lib. 2: 108-10. F. '07.

Conditions important for consideration when taking out an insurance policy are given. "The proportion of insurance to value usually granted is about three-fourths. It is suggested that care should be taken to prepare an inventory or catalog and record the value of contents of the library from year to year in such form that an intelligent statement can be presented in event of loss to show its true amount to the satisfaction of the company. Losses upon large merchandise stocks are readily settled in most instances because intelligent sets of books are kept and preserved in safes, with an annual inventory showing in detail merchandise on hand at the date of such inventory. It seems to be equally important, in dealing with trust properties, that such records should be kept, including the cost of re-binding, etc."

Inventory.

Library inventory. Lib. World. 8: 291-3. My. '06.

The necessity of an inventory of library supplies is discussed and a suggestion for keeping it on slips is given.

Stocktaking: a note. T: Aldred. Lib. Assn. Rec. 8: 244-7. Je. '06.

"With one exception, all the municipal libraries I am acquainted with have stock books or shelf lists representing the volumes as they stand on the shelves. . . . Unless an audit or stocktaking be perfectly done, the process loses half its value. Undue haste, therefore, in stocktaking is to be deprecated, and no precaution should be neglected to prevent errors arising." Many mistakes are apt to be made when books are called over by number. It is better to call short titles. When works are in more than one volume each volume should be accounted for. Any book lost beyond hope of recovery should be entered in a permanent book. Twelve months is the common interval between stock taking, but some librarians like a triennial inventory better. Inventories should if possible be taken without closing the library.

Stock-taking methods. A. F. Hatcher. Lib. Asst. 5: 43-6. Ja. '06.

Mr. Hatcher argues for closing the library and calling in the books during stock taking, which should preferably take place during the slack season.

J

Juvenile department. See Children's department.

L**Labels.**

See also Marking books.

Book labelling. O. E. Clarke. Lib. World. 10: 67-9. Ag. '07.

"The position of the pocket is best determined by a templet or paste-stencil formed of a square or rectangular piece of zinc, with a portion cut out corresponding exactly with the part of the pocket which has to be pasted. Experience has shown that the best portion for the pocket is at the top right-hand corner of the front board, and the templet is therefore placed on the book in such a position that the upper edge of the templet lies along the upper edge of the end-paper, and the right-hand edge coin-

cides with the inner edge of the front cover. A small brush charged with paste pressed down the portion cut out, the paste is removed, and the pocket or corner placed with its two straight edges on the book. The rules-label should be placed below the corner pocket with the adhesive pasting-block, which is a square piece of paper cut to the size of the labels, which are placed upon this block face downwards and only enough paste should be taken with a brush to make it slide well, and can be taken that the whole surface, and the corners are covered, and all lumps may appear removed. Date labels are placed one by one on the fly-leaves of new books, and the duster should be pressed down the inner edges to secure them. . . . The quickest method of labelling is to have two assistants to label a batch of books, one to paste the labels and the other to affix

Law.

Available published indices of legal and periodical literature. A. L. A. Bull. 4: Jl. '07.

Law libraries.

Classification of law at the University of California. Lib. J. 31: 147-8. Mr.

Law classification under the arrangement. W. J. C. Berry. A. L. A. Bull. 1: 257-8. Jl. '07.

The most convenient method of classifying books in a law library is that of classifying them alphabetically by authors and not by subjects, using the original author's name, then an alphabetical order for editors' names of that author. "The arrangement of the reports on the shelves should be alphabetically by states. If the library is used by law students, such as a law school library, reports of each state should be arranged alphabetically by the reporters' names. If the library is used mainly by lawyers, reports of each state should be arranged chronologically. In each instance the reports of each state should be followed by the digests, the last revision or compilation of statutes, and all session laws subsequent to the last revision; also by all codes and works of local nature relating to that state where the author's name appears on the book. . . . reports of the federal courts should precede state reports, the supreme court to be arranged chronologically and the various circuit, and other reports to be thrown together and arranged alphabetically by the reporters' names. The federal digests, statutes, and reports should follow in order after said reports. American digests of a general nature, such as the Century digest, and encyclopedias of law should be placed at the end of the federal books. All British and other foreign reports should be arranged on the shelves alphabetically by the reporters' names, followed by their respective digests, statutes, and reports. The main index should be by author and subject. The statute law should be arranged in tabular form."

Report of the committee on exchange of legal publications, 1907. A. L. A. Bull. 1: 251-2. Jl. '07.

Special functions of a law library. Gilbert. A. L. A. Bull. 1: 92-6.

"Law libraries readily group themselves into five classes: (1) The state law library; (2) the court law library; (3) the association library; (4) the law school library; (5) the library maintained by private enterprise. Each class has its own purpose to serve, and each has its own special objects to attain; but the character of the books collected does not differ. All of them have to do with the

Law—Continued.

and the law, in its literature, at least, is fixed and determinable." This literature may be divided into statute law and court made or case law. The nucleus of every American law library is the reports of cases decided in federal and state courts of the United States. At present there are 9300 volumes of these reports. "A complete collection of English, Irish and Scotch law reports comprises about 3400 volumes, more than half of which were in existence in 1866 . . . A practically complete collection of Canadian law reports consists of about 800 volumes. This collection is desirable for law libraries in the states because of the similar conditions existing in the Canadian provinces. About 1,000 volumes of the law reports of the other British colonies have been published." All this makes it certain that "publicly supported and association law libraries will become more important adjuncts in the lawyer's professional life; and those in charge of them will become more essential elements in the administration of the law. The day of the law librarian as a mere keeper of law books is now past. . . . He must be a capable guide to the user of his library; a well trained expert in the learned science of how to find the law. The lawyer of to-day is a case lawyer. . . . He may well think there is a case with facts like his, which, if found, will be conclusive upon the tribunal which he seeks to convince. He starts on his hunt, and the law librarian must aid him in his search. . . . Statutes, reports, digests, text books and cyclopedias are the books which comprise the law library; how best to make them available and to promote such a use of them that the purposes for which they were created may be attained is properly the law librarian's object in official life. The law library is almost in every sense a reference library. The use demands that the books be placed in open shelves, so that they may be accessible to all. Scientific classification, decimally or otherwise, is peculiarly inappropriate, because unnecessary and confusing. Law reports are published serially, each volume with a number; they are arranged on the shelves alphabetically, according to the state or country in which the courts are situated. Every text-book professes on its label to be somebody's treatise on some important subject, thus inviting classification and citation by the name of the author, rather than the subject."

Subject classification of text-books in law libraries. G. E. Wire. A. L. A. Bull. 1: 258-60. Jl. '07.

Subject classification has these advantages; it brings and keeps together all works on one subject; it keeps together and in order the various editions of one author; it answers almost mechanically 95 per cent. of the text-book inquiries in an ordinary law library; it does away with the false idea that no one but the librarian can know anything about the library. It puts law in line with all other modern library progress.

Laws. See Legislation.

League of library commissions. See Library commissions.

Leather.

See also Binding and repairing.

Art of leather making. F. N. Moore. Lib. J. 32: 367-70. Ag. '07.

The writer describes three kinds of leather used for bookbinding, viz., sheep, cow and goat, and tells how the skins are prepared.

Decay of leather bindings. H: Marsden. Pub. Lib. 11: 312-3. Je. '06.

American cowhide is far superior in durability to Russian leather. Decay of leather is caused by fumes of burnt gas; insufficient ventilation, fumes of tobacco smoke, dust, direct sunlight, dampness and excessive heat.

Glazing of libraries, with reference to the chemical action of light upon leather. A. Seymour-Jones. Lib. Assn. Rec. 8: 641-6. D. '06.

One cause of decay of bindings, especially old bindings, is found to be due to their exposure to daylight. A number of experiments have been made with colored glass "to ascertain whether glasses pale enough for use in library windows could afford useful protection. . . . The general conclusions to be drawn are that yellow, olive and orange glasses are the most suitable."

Leather for bookbinding. Nature. 73: 219-20. Ja. '04, '06.

"The conditions under which books are kept have a great influence on the durability of the bindings. When ventilation is good and artificial light is not used the books are in a better condition. . . . Daylight and especially direct daylight, has a bad effect on some leathers and also on the colours of the dyes." Most purchased leathers contain free sulphuric acid. It improves the appearance of the material but hastens the destruction of the leather, but if the "leather containing sulphuric acid is washed with potassium or sodium lactate or acetate the effects of the sulphuric acid are neutralized."

Leather for libraries. E. W. Hulme and others. O. 54p. *2s.6d. Library supply co., Lond.

Leather question. J. G. Parker. Lib. Assn. Rec. 8: 489-91. O. '06.

"Speaking first of the structure, Dr. Parker said that all skins in common use for bookbinding were practically similar in structure. The skin was made up of fibres, or fibrils as they were usually called. In the outer or grain surface of leather these fibrils ran parallel with the surface, and were so fine that it was almost impossible to separate them except under a good microscope. Below this layer, and constituting the great proportion of the skin, there was a layer in which the fibres, instead of being felted close together, were in bundles, and their direction was at right angles with the surface. On the inner, or flesh side of the skin, there was a tendency for the fibrils to run parallel with the surface, and these tied together the bundles of fibres and tended greatly to the strength of the skin. The custom of paring the skin down was generally to be deprecated. In this process of paring the root of the bundles of fibrils was cut off, to the great detriment of the strength of a skin. So much so that a skin which had been pared down by one quarter of its thickness lost thereby 60 per cent. of its strength. Skins which had been 'plated' or embossed also suffered considerably in strength. The elasticity of the fibrils was impaired, and in the process of the use of a book the leather wherever it was bent went through a process of gradual disruption. This process of 'plating' was affected by passing the skin between electrotyping rollers bearing the grain of some natural skin. It might be the grain of another and superior skin, which was impressed upon an inferior kind, or it might be that in consequence of the defective character of the skin it was thought well to impress upon it its own kind of grain. Thus sheepskin was frequently given the grain of other skins, especially morocco. There was an opinion among librarians and bookbinders that if anything strong was required pigskin must be used. There was no denying its strength, but in consequence of its natural thickness it was unsuitable for any but large books. When used for small books it was prepared and reduced, and this process by taking away a good deal of the gelatine, greatly reduced its strength. Thus for large books like folios, and larger, pigskin was suitable. In smaller books it was the most unsuitable skin that could be used. There was another point which had been misunderstood.

Leather—Continued.

In the first reports which had condemned Persians under certain conditions, it had not been made quite clear that Persian leathers as they were imported into this country were not absolutely to be condemned, despite their defective tannage, provided their subsequent treatment was properly carried out. They were, however, frequently redressed and retanned with sumach, and in the process they were bleached with acid in order to take a light shade. It was this process which was condemned, and skins so treated were absolutely unfit for bookbinding. Persian skins which had not been redressed were suitable for circulating library work, of which the life of the binding was not expected to be more than five to ten years."

Report of the committee on leather for book-binding. Viscount Cobham, and H: T. Wood. Q. 120p. *\$3.25. '06. Macmillan.

"The report discusses fully the durability of the different kinds of leathers which have been used for bookbinding and also the construction of bindings: a specification for binding heavy or valuable books and also one for ordinary library binding are given. . . . Valuable sections on the preparation of leather suitable for bookbinding, on bookbinding, and on the preservation of books appear in the report."—Nature.

Lectures.

Education through free lectures. C. R. Woodruff. Pub. Lib. 10: 346-50. Jl. '05.

"The lecture system has created a demand for books upon many subjects, some of which the library was unable to supply; such as books on Irish melodies, German folk songs, travel and biography. There was an unusually large demand for books on electricity and metallurgy. There has been an increase in the circulation of books upon the subjects given at the free lectures. Thoreau's Maine woods is still in constant demand, due to the fact that it was recommended at one of the lecture centers some time ago."

Library and the lecture. F. C. Patten. Pub. Lib. 11: 489-92. N. '06.

The increasing interest in popular instructive lectures which is manifest in many parts of the country is making great progress in Texas. The Rosenberg library of Galveston, typical of many others in the state, provides for free lectures and encourages and promotes courses of reading and studious work in connection with them. Annotated lists of the best books on the subject are prepared and additional copies of the most valuable are purchased by the library. The women's study clubs of Texas have also secured lectures with which the library co-operates. The best results seem to follow from a series of lectures modeled after the university extension courses. This was secured one year by getting the services of a University of Chicago professor who made a circuit of several cities giving lectures in each once a week for six weeks.

Library lectures and extension work. C. F. Newcombe. Lib. Asst. 5: 61-3. F. '06.

"The lecturer who can and does help us in our work as librarians is the man who gives out his knowledge in such a way as to open the eyes of our readers, and make them see how much pleasure is to be got out of some forms of reading or study. . . . Throw your net as wide as possible, and remember that among your readers you will always find those who care not only to listen to lectures, but who see at once the value of following out a course of reading suggested by a sympathetic lecturer."

Raison d'être of library lectures. C: F. Newcombe. Lib. Assn. Rec. 9: 231-43. My. '07.

Lectures are "a very powerful and potent agency towards helping forward the knowledge of the best that has been thought and said in the world, and of doing it through one of the most winning and persuasive channels known to me, the power of the human voice, and the personality of the lecturer." In Liverpool the lectures given are on popular subjects and attract large audiences but the books recommended on the lecture syllabus are only occasionally asked for. Yet "one of the chief reasons for the very existence of library lectures is to send your audience to the books themselves." At Croydon in connection with lectures, very full and carefully prepared lists of books in the libraries on the subject of the lectures are given out and books are lent to any one who writes his name and address on a slip.

Legislation.

See also Library commissions.

British colonial and American library legislation. J. D. Brown. Lib. World. 8: 201-7. F. '06.

Legislation in South Africa dates from 1818. Government grants are made in no case unless £25 is raised by subscription and then the grant cannot exceed £100 a year. Canada has a library rate not exceeding one half a mill per dollar on the assessed value of all rateable property. The Australian colonies all have separate laws. "Tasmania has a model library law. . . . 'The Municipal council of every municipality may, from time to time, apply such sum as it sees fit, out of the rates of such municipality, in and towards the formation and maintenance of public libraries within such municipality.' That is the whole act." The statute is not compulsory, however, and only Hobart has put it into force. The West Indian dependencies have no legislation. "In India the government only subsidizes libraries connected with the leading departments of state, such as law and parliamentary libraries for the use of legislators and the councils forming the Indian government. . . . It is a universal provision in colonial administration for the governments to assist all kinds of libraries, to the extent of contributing as much money as may be raised by the subscriptions of members or produced by a municipal library rate." Library legislation began in the United States in 1700. "The main provisions of the State library laws of America are:— (1.) The adoption of the library laws of the state by any city or municipal council, with or without the petition or consent of the rate payers. The practice differs in the various states, but it is permissive and not compulsory in every state. (2.) Power to levy a rate for the establishment and support of municipal libraries, varying from the fraction of a mill per dollar on the taxable value of the town to any sum the council may see fit to levy. (3.) Power to appoint trustees and to do everything necessary for the equipment and efficient administration of the libraries." In the United States the value of all property is taken, instead of mere rental value as in England "as the unit from which the rateable value is built up." Hence in America "the produce of even a comparatively small library rate is much greater than in a town the same size in England." The liberal library laws of the United States have produced a great number of very large and magnificently equipped public libraries, which are administered by well-educated officers, who are paid adequate salaries for the work they accomplish. No other country in the world can show such a scheme of libraries, closely in touch with all the other educational bodies, and recognized by the state as part of the national system of education."

Legislation—Continued.

- California, Library conditions in northern and central. L. W. Ripley. Lib. J. 30: 789-90. O. '05.
- Comparative library law. Lib. World. 7: 232-5. Mr. '05.
- Delaware state library commission, Handbook. F. B. Kane, comp. new ed. rev. and enl. inc. library law of 1903. D. 101p. '04. State lib. com., Dover.
- Laws of Wisconsin relating to free public libraries and the Free library commission. '05. Free lib. commission, Madison.
- Library legislation in the northwest. C: W. Smith. Lib. J. 30: C10-2. S.; Same. Wash. Lib. Assn. Bull. 1: 1-6. O. '05.
- Library legislation of 1904. W. F. Yust. Lib. J. 30: 81. F. '05; Same. Pub. Lib. 10: 72-3. F. '05.
- "Twelve [states] passed 37 library laws of general application and a number of local acts." These laws are tabulated according to subjects.
- Library legislation in 1905. A. Wynkoop. Lib. J. 31: 57-9. F. '06.
- The new laws for 1905 "aim to make more liberal provision for library work or to remove legal difficulties in the way of its extension. . . One new library commission was created and four others were enlarged either in function or scope. Provision for the founding and support of libraries was made more liberal in the case of seven states. . . In some form or other the state library has received mention in the laws of nearly all the states and territories, and in 16 cases provision is made for enlarged work, additional functions, or improved equipment. . . In several states minute provision is made for the care and distribution of state documents, giving evidence of a widespread awakened sentiment on this subject."
- Library legislation in 1906. A. Wynkoop. Lib. J. 32: 70-1. F. '07.
- Oregon, Library conditions in. M. F. Isom. Lib. J. 30: 279-81. My. '05.
- Oregon, Library conditions in. W: L. Brewster. Lib. J. 30: 785-6. O. '05.
- "In February, 1901, the library law was passed following the Wisconsin law closely, but permitting a city to enter into a contract with any existing library by which the residents . . . have free use of the library in return for the library tax. . . A school district library law was enacted in 1901 . . . and amended, 1904, so that ten cents must be expended on district schools each year for each child of school age."
- Oregon, Text of library commission law. J. Brigham. Lib. J. 30: C49-50. S. '05.
- Present condition of library legislation in England. J. D. Young. Lib. Asst 5: 222-6. F. '07.
- Proposed library legislation for Illinois. Pub. Lib. 12: 96-7. Mr. '07.
- Suggested library legislation for counties. H. W. Fovargue. Lib. Assn. Rec. 9: 15-8. Ja. '07.
- Synopsis of laws authorizing library commissions. Pub. Lib. 10: 83-7. F. '05.
- Washington, Library conditions in. C: W. Smith. Lib. J. 30: 787-8. O. '05.
- Wisconsin library legislation, 1905. Wis. Lib. Bull. 1: 53-4. Jl. '05.

Legislative reference department.

See also Municipal reference work.

Establishment in Indiana. Ind. State Lib. Bull. No. 14: 1-2. Je. '06.

Good check for the riot of legislation. World's Work. 11: 6812-3. N. '05.

"This system operates to produce conservatism, lifts measures from the sphere of petty partisan wrangling and establishes them on a higher plane."

Legislative clearing-house. Nation. 81: 478. D. 14, '05.

"The average legislator, east or west, is not an habitual user of libraries. He is rather impatient of getting up a topic unless he has an accomplished secretary to do it for him. This is where the Wisconsin plan seems especially practical. The Senator's request for data on such and such a topic will bring him, say, a dozen newspaper clippings from various parts of the country, a report issued in Massachusetts, some legislative testimony from Oregon, typewritten extracts from the latest standard books on the subject. . . and, perhaps, some letters from unofficial sources describing the working of the statutes passed elsewhere. Not a sentence is included that is not strictly germane."

Legislative librarian in Wisconsin. J: C. Commons. R. of Rs. 32: 722-3. D. '05.

In 1901 the legislature of Wisconsin appropriated \$1,500 with which to employ a reference librarian. The assistance rendered was so practical and effective that in 1903 the appropriation for that department was increased, and again increased in 1905 until now it is \$4,500 a year. Not only the legislators, but the citizens of the state, make use of this enterprise.

Legislative reference. C. B. Lester. Ind. State Lib. Bull. No. 17: 1-2. O. '06.

Legislative reference bureau. E. Brunk. News Notes of Cal. Lib. 2: 96-105. F. '07.

State libraries have always given more or less aid to legislators, but they have not considered this one of their chief functions. In 1892 the New York state library notified the members of the legislature that it was ready to furnish promptly material on any topic of legislation. The Wisconsin legislative reference bureau is, however, as yet the only such bureau established by express legislation. The need of such a bureau is great. In all other countries except ours bills are drawn by trained experts, while here anyone may introduce a bill which may be drawn without regard to other existing laws. The work of the reference bureau is only limited by the size of the staff employed. It should aim to cover the "whole vast field of contemporaneous public life." Its only restriction is that it must be strictly nonpartisan. Such bureaus need not necessarily be limited to state functions. Cities are much in need of work of the same sort. Baltimore has just instituted such a bureau.

Legislative reference work without an appropriation. J. Brigham. A. L. A. Bull. 1: 200-12. Jl. '07.

"The legislative reference section of the New York state library brings to legislators and legislative committees all available information bearing upon proposed legislation, but does not undertake to act for the legislator or the legislative committee, either in passing on the relative value of the information given or in the drafting of bills for legislative action. The legislative reference department of Wisconsin's library commission does not stop here. It not only collects, collates and supplies all needed information, but it also passes on the relative value of the same. It also supplies legislators and legislative committees with briefs and ar-

Legislative reference department—Cont.

guments, and on request, drafts bills. The legislator has only to press the button: the reference librarian and his assistants do the rest." In Indiana "the department tried to serve as legislative secretary for every member who desired its services. . . . Nebraska makes no direct provision for legislative reference work, but in the general appropriation bill passed last winter that work is recognized as a branch of the State historical society. . . . Maryland's legislative reference law is unique in that it generously permits the city of Baltimore to provide at its own expense a legislative reference department for the benefit of the capital city and the state. . . . In the Maryland law, I see no trace of an attempt to put upon the department responsibility for legislative functions." In Rhode Island an appropriation of \$1,800 annually is provided by the legislature and the department is limited to reference work pure and simple. South Dakota has a division of legislative reference in the state library but no direct appropriation for it. Iowa has an extra assistant in its state library for such work, the other expenses being borne by the library. Several other states have such bureaus provided for by legislative act or appropriation.

Official legislative adviser in Wisconsin.

Outlook. 79:415-6. F. 18, '05.

"The duty of . . . the legislative librarian, is primarily to collect and place at the disposal of the members of the . . . legislature material regarding every conceivable matter which might come before them for consideration and action—railroad control, taxes, factory legislation, municipal regulations, etc. He is expected to furnish statistical data, make written or verbal reports, and give advice as to the proper draft of a proposed bill. His assistants clip newspaper items and catalogue magazine articles; correspondence is carried on with experts regarding various subjects of probable legislative action; the work of congress and of the various state legislatures is carefully followed, and copies of bills are obtained. Books and reports are collected. A thorough card index system is used, which makes it possible to get at any desired information in a very short space of time. When a bill is about to be drafted, the author comes to the legislative librarian for information as to the legislative action in other states on the same subject, and for advice as to the proper form of the bill. Committees which are considering certain bills, ask him for exact, unprejudiced information."

Wisconsin's legislative reference department. Lib. J. 30: C242-6. S. '05; Same. Wis. Lib. Bull. 2: 53-6. Jl. '06.

"Essentials for work in helping the cause of good legislation . . . [are] 1. . . . A selected library convenient to the legislative halls. . . . 2. A trained librarian and indexer. . . . 3. The material . . . arranged so that it is compact and accessible. Do not be afraid to tear up books, documents, pamphlets, clippings, letters, manuscripts or other material. Minutely index this material. Put it under the subjects. Legislators have no time to read large books. . . . 4. Complete index of all bills which have not become laws. . . . 5. Records of vetoes, special messages, political platforms, political literature . . . should be carefully noted and arranged. . . . 6. Digest of laws on every subject before the legislature should be made. . . . 7. The department must be entirely non-political and non-partisan. . . . 8. The head of the department should be trained in economics, political science and social science in general, and should also have a good knowledge of constitutional law. . . . Get material, facts, data, etc., and get it quickly and get it to the point, boil it down and digest. . . . Make arrangements with all libraries in your city and libraries elsewhere for the loan of books or other material. . . . Keep your place open from early in the morning till late at night. Do everything in your power to accommodate those for whom you work."

Lettering of books. See Marking books.

Liberty of the press.

Writers and official censors under Elizabeth and James I. Library, n. s. 8: 134-63. Ap. '07.

Librarians and assistants.

See also Civil service for libraries; Examinations; Library training; Time schedules.

Assistant's meetings. Lib. J. 31: C252-4. Ag. '06.

The state association should plan some part of the meeting especially for assistants. In this way their outlook will be widened, they will learn executive ability, and they will have an opportunity for much needed social intercourse. They have often met individual difficulties in individual ways and much is to be learned from them. The librarian should show confidence in his assistants by giving them a positive share in the administration when possible.

Business end of a library. A. A. Pollard. Lib. J. 31: 311-5. Jl.; Same. Pub. Lib. 11: 355-9. Jl. '06.

College libraries and college librarians: views and comments. W. N. C. Carlton. Lib. J. 31: 751-7. N. '06.

Notes on this article are given under the heading College libraries.

Efficient assistants. E. K. N. Bartlett. Lib. World. 7: 344. Je. '05.

Function of the librarian. R. C. Davis. Mich. Alumnus. 12: 256-7. Mr. '06.

The first conception of the librarian was that he was a caretaker. As he became ambitious he began to accumulate books, and as they increased he began to catalog and classify them. Then he felt compelled to advertise his library. As the need grew for larger rooms he studied architecture. These are some of the duties that the librarian has gradually assumed.

Gentle librarian: a transcript from experience. V. E. Graeff. Lib. J. 30: 922-3. D. '05.

"She is always ready to serve and never considers a question about a book or subject of research an interruption."

Helpful state of mind. J. C. Dana. Pub. Lib. 10: 178-9. Ap. '05.

Scholarship, personal presence, neatness, exactness, accuracy, are essential qualifications of a librarian." Success is impossible without a thorough knowledge of the technique of our business. From pastepot to catalog and from paper knife to discounts, these things must be known and must be learned afresh each day, for with each day they change."

How the library helps the librarian. E. A. Woods. Pub. Lib. 12: 297-8. O. '07.

"What we receive depends largely on what we give of time, labor, sympathy and self, but be it ever so little it is returned unto us full measure, pressed down and running over, for is there any calling where more appreciation is shown, by the majority, for effort made in their behalf? . . . One of the greatest benefits is in the breadth of vision which we acquire and which is such a saving power in the universe. We become sensitive to the various influences dominant in the great outside world and we are spurred on to broader and higher living."

Ill-health among library workers. Pub. Lib. 12: 11. Ja. '07.

"Personally, I am very well, and . . . I think it is only because I eat, sleep and exercise like a sensible person, and take enough interest in matters totally outside my work to give my

Librarians and assistants—Continued.

mental machinery a new turn once in a while. I have a pet theory that, in the long run, the sum total of one's work and the amount that one can add to the world's happiness, will be greater if one does not attempt to do it all at once, but is willing to do only a reasonable amount each day."

Librarian as a handy-man. Lib. World. 8: 293-4. My. '06.

Librarian in relation to books. H: R. Tedder. Lib. Assn. Rec. 9: 604-18. N. '07.

"The relation of the librarian to books has a threefold aspect." First; he should handle books. This means that he should take some share in the selection of books for his library, and in their cataloging and arrangement. "Modern library progress tends to take the attention of the librarian more and more from the actual handling of books." This is one result of the development of cooperative cataloging, of using guides to book selection; and of uniform systems of classification. The adoption of uniform methods would in time do away with trained librarians. Second; the librarian should look at books. This means something between their mere physical manipulation and actual reading. He must "train himself in rapid methods of knowing something of the subject-matter and comparative value of a book without the labor of perusal. This is an art which cannot be taught but it can be acquired by long and diligent practice." He must know how to hunt for information on any given subject. Third; the librarian should read books. "He cannot be deep but he should be wide in his studies. The more he reads the better" but superficial knowledge is all that can be expected of him. He should however be master of the great and famous books. The reading of books which demand thought and close attention is valuable. "New books generally need only be looked at, not read." He should learn the art of rapid reading. The only time when reading must be forbidden to the librarian is during business hours."

Librarian of a small library. C. K. Bennett. Minn. Pub. Lib. Com. Notes. No. 1: 2-5. D. '04.

"From the point of view of good business men only, no board of a small library will engage a librarian unless he or she be possessed of at least a first rate high school or academy diploma and shall have had one season at the summer training school for librarians and, in addition to these requirements, shall have had several weeks of actual experience in a good library. . . . I should say that from \$40 to \$50 per month should be the minimum wages paid to librarians in small places. With an income of \$1,000 per year, \$500, or one-half thereof, should be spent on the librarian. To be sure this leaves very little for the necessary items of heat, light, incidentals and books. But if the librarian has been well chosen such good use will be made of the available equipment that better results will thus be obtained with such a division of the expenditures than could be obtained with a poor librarian and more money to spend for equipment. A good workman will produce good results even with poor tools; but a poor workman can not even use good tools to advantage." If the right person cannot be found in the community there should be no hesitation in searching elsewhere. When the right person is found the board will do well to give that person pretty full control of all the affairs of the library so that she shall be absolutely responsible for the success or failure of the enterprise. However the board should retain full control of all expenditures. "In a large measure the librarian is the library. His or her personality determines the success or failure of the enterprise. To hand out books and keep records of them is but a clerical detail of the work. To make the library an in-

tellectual and moral force and an actual, vital, living entity and influence in the community is the real work of a librarian. The latter is accomplished by means of the librarian's persuasive personality, by the use of the books which are the librarian's tools, and by the methods employed to persuade people to read good books. One might as well expect good results to come from a school house without teachers as to hope for good results from a mere warehouse where books are stored. In the latter case it would be better to hire a cheap clerk and let him guard the treasure."

Librarians as students of literature and booklovers. Lib. Asst. 6: 22-5. N. '07.

Library as a place for women. M. A. R. Brünner. Lib. World. 10: 137-9. O. '07.

In Germany opinions vary as to the advisability of employing women in libraries, but the majority opinion is that female assistants, if they have taken a training course in library methods, can do good service in some departments if they are under the supervision of a trained librarian, but cataloging by women without this supervision is not recommended.

Library council. W. C. B. Sayers. Lib. World. 9: 6-10. JI. '06.

The Croyden libraries hold a staff meeting once a month to discuss all matters germane to the administration of the libraries and to consider suggestions for improvement. It consists of the chief librarian, sub-librarian and the librarians in charge of the various departments and branch libraries." It has no executive power. Every library sufficiently large should have its own staff guild or club where members can talk over their work.

Library ethics. G. M. Walton. Pub. Lib. 10: 181-3. Ap. '05.

Library staff. Lib. J. 31: C256-8. Ag. '06.

While the librarian should not have certain definite hours she should be at the library at certain times and her hours should average the same as those of her assistants. These are usually from seven to seven and a half hours per day. The librarian should devote some time to social life and should be identified with all educational organizations in her town and also with the club work. Librarians and assistants should read more than they do, and should read carefully. Ideal staff meetings deal with both administrative problems and class room work.

Library work viewed from the by-way. H. Foglesong. Pub. Lib. 12: 293-7. O. '07.

"The librarian's situation is peculiarly complicated and difficult. He has continually to solve perplexing questions of ways and means, methods, codes—you all know what they are, from general principles down to hair-splitting details. As to the requisites he must fulfill to receive recognition of his efficiency, they are marvelously broad." A discussion of what a librarian should and should not be follows.

Literary training of the public librarian. E. A. Baker. Lib. Asst. 5: 312-5. JI. '07.

Love of books as a basis for librarianship. A. E. Bostwick. Lib. J. 32: 51-5. F. '07.

A love of books is "a love of the universal mind of humanity as enshrined in print." This must not be confused with a love of reading. This love of books a librarian must have if he would lead others to love them as he has learned to do.

Lovely woman in the library. D. Hartham. Lib. World. 9: 360-3. Ap. '07.

A facetious setting forth of the failings of feminine assistants.

Librarians and assistants—Continued.

Man more than machinery. S. W. Foss. Pub. Lib. 12: 117-20. Ap. '07.

Scholarship is the second requisite in a librarian. "The first is cheerfulness, tact, good nature and an engaging personality." Hire a library attendant "that can smile with her eyes, with her shoulders, with her hands." Such attendants will promote an atmosphere of welcome in the library. The librarian should be interested in the things people are interested in. This means "that with sanitary plumbers they must be sanitary plumbers, and be experts on horses and crude oils and hides whenever the horse and crude oil and hide specialists honor them with their confidence. . . . Bring your public, as much as possible, into contact with personalities rather than into contact with catalogs. After you get your public, feed them with food suitable to their varied digestions. . . . The librarian should be the intellectual father-confessor of his locality. He should lecture before the boys' club and the Browning club, the woman's club, the churches, the lodges, the board of trade, and before every other organization from which he can possibly invite an invitation. . . . A librarian who always stays in his library is something like a train of cars that always stays in the station—he reaches no destination and has few passengers. . . . Above all he should know the hearts of children and, in a serious sense of the word, be himself one of the boys."

Personal relations between staff and reader. W. R. B. Prideaux. Lib. Asst. 5: 199-201. D. '06.

Treat the public with politeness and consideration. Give due attention to suggestions and complaints. Explain the method of using the catalog to newcomers. Do not keep readers waiting unless there is real reason for delay.

Plea for emphasizing the human element in our public libraries. H. Schuyler. Pub. Lib. 12: 167-70. My. '07.

"The extent to which a librarian of a free city library may make himself a real power in the community can hardly be realized. I do not hesitate to assert that the right man can make himself the most conspicuously helpful personage in the whole city; his influence may be made to dominate the thinking of all classes. But this end can only be attained as the librarian is or learns to be a close student of human nature. . . . To know books is well, to know human beings for whom books are written and collected is better. . . . A librarian ought to love good literature and steep his soul in it. I venture to believe that doing this is as much a part of his business and tends as fully to making him efficient and helpful as studying the latest catalogs and making himself familiar with the bibliography of his profession."

Professional education and registration. W. R. B. Prideaux. Lib. Assn. Rec. 8: 1-6. Ja. '06.

A plan to have the Library association establish a "Register of persons considered competent to administer a library. . . . It is one of the recognized duties of chartered institutions to indicate to the public in a general way those who are qualified by training or experience in the particular branch of knowledge concerned." Pass examinations should not be too high and the training should be practical. "The advantages of registration would be: (1.) A homogeneous body of working librarians. (2.) The Library association would be more free to press its membership on owners of private libraries and those interested in library work. (3.) An enormous impetus would be given to the examination scheme, the classes of the association would become recognized as

the normal training school of librarians, and the efficiency of the profession at large would be raised."

—Discussion. Lib. Assn. Rec. 8: 20-7. Ja. '06.

Qualifications of a librarian. L. E. Stearns. Lib. J. 30: C68-71. S. '05.

"In addition to the technical side, the librarian must have executive ability, the power to organize and to delegate work and to utilize . . . materials, machinery, methods, men. On the mental side she should have an excellent memory, accuracy, dispatch, and prompt decision, grouping important points to the exclusion of the unimportant. As a scholar, she should possess the best education obtainable. She should have a general knowledge of literature and of what constitutes good and bad style in authorship. A knowledge of languages will prove of the greatest assistance. As for social qualities, she should be tactful and should be at ease with strangers. She should not be condescending or patronizing. Physically, she should possess good health. . . . Morally, she should be earnestly altruistic, of great, big heart and tender sympathies, a woman of character, and of steadfast purpose and faith."

Reading of the librarian. R. A. Lavell. Minn. Pub. Lib. Com. Notes. 2: 64-7. N. '07.

The efficient librarian must read the newspaper, but more necessary than this is the reading of the monthly and weekly reviews such as the Independent, Outlook, Nation, Review of Reviews, World's Work, and the World To-Day. Literary magazines should also be read but if there must be a choice between the text and advertising page then read announcements first. It is an especial duty to read book reviews.

Recreation of a librarian. F. K. W. Drury. Pub. Lib. 12: 339-43. N. '07.

The need of recreation both in the library and outside of it is recognized.

Registration: an urgent need. W. G. Chambers. Lib. Asst. 6: 41-2. D. '07.

Relation of the librarian to the assistant. J. E. Elliott. Pub. Lib. 10: 463-5. N. '05.

"From the standpoint of the library it is inexcusable for a high-salaried executive officer to spend time doing clerical work that a low-salaried assistant can learn to do almost as well with a little instruction. From the standpoint of the assistant, it is unfair to deprive her of the opportunity to prove her ability and to progress in her daily work. . . . Every librarian should know from careful observation and study the strong and weak points of her assistants. She should seek earnestly and systematically to develop every quality and overcome the poor ones. Make [the] assistants feel that they are a part of a great work."

Scholarship for the trained librarian. W. E. Henry. Pub. Lib. 11: 103-5. Mr. '06.

No branch of intellectual activity "requires so comprehensive a view of life and knowledge as librarianship." At least the equivalent of a college education is needed and then a constantly recurring deficiency will be lack of knowledge.

Social side of the librarian's life. M. van Buren. Minn. Pub. Lib. Com. Notes. 9: 3. D. '06.

Social life enables the librarian to meet the public with greater ease, and also gives her an "insight into society's wants and needs."

Song of the library staff; poem. S. W. Foss. D. 14p. il. pa. 5c. '06. S. J: R. Anderson, 67 Fifth av., N. Y.

Librarians and assistants—Continued.

Song of the library staff; poem. S. W. Foss. Lib. J. 31: C35-6. Ag. '06.

Specialization in library work. H. T. Coutts. Lib. World. 9: 393-6. My. '07.

At present there are few libraries where the income admits of specialization. In smaller libraries it is out of the question. In larger libraries it might be adopted, but tho it would be more business like and would furnish an incentive to excel in a particular line, it would not give individuals an opportunity to become proficient in the various departments and so would hinder their professional advancement. It might however be advisable to separate the literary, and the administrative or business side. Specialization would be of great advantage in book selection. The value of a staff thus specializing is evident when readers require assistance in the choice of books.

Staff meetings: their organizations, methods and results; a symposium. Lib. J. 32: 543-54. D. '07.

The symposium consists of replies from eleven contributors who "were asked to give as concisely as possible the experience of their libraries in this field, stating when the staff meetings were established; how often they are held; whether attendance is obligatory or voluntary, and whether it counts as part of library time; what lines of subjects are discussed; whether the administration and internal affairs of the library are particularly considered, so that the meeting serves as a sort of council for the executive; and what influence such meetings have had upon the members of the staff and in relation with the librarian and the public."

Successful loan desk assistant. T. Hitchler. Lib. J. 32: 554-9. D.; Same cond. Ia. Lib. Q. 5: 172-4. Jl. '07.

"The qualifications that go to produce the ideal loan-desk attendant, would be, according to my reckoning, the tactful subordination of her too positive qualities, maturity, intuition and tact, good health and strength and ability for hard work, courtesy, cheerfulness, good-temper, and self-control, enthusiasm and hopefulness, unlimited patience, knowledge of books and a liking for reading, sense of humor, common sense, gumption, and resourcefulness, accuracy, punctuality and a good memory, pleasing personality, industry and energy, sense of responsibility, and the cheerful backing and earnest cooperation of her librarian."

Value of trained librarians. J. H. Canfield. Pub. Lib. 11: 64. F. '06.

In a comparatively small library a trained librarian is needed because he knows how to make the best possible use of every book. Again for the upbuilding and efficiency of any public library a trained librarian is absolutely essential. "Library work is just as much a profession today, for which there should be careful preparation, as is the work of teaching."

Women in libraries. Lib. World. 9: 440-4. Je. '07.

Comments upon the article *Lovely woman in the library*, by Douglas Hartham. For the article see *Library World*. 9: 360-3. Ap. '07.

Librarians' libraries.

Greenwood's library for librarians. Lib. J. 31: 272-3. Je. '06.

Library of the Library association. E. W. Hulme. Lib. Assn. Rec. 9: 296-301. Je. '07.

Thomas Greenwood library for librarians at Manchester. W: E. A. Axon. Lib. Assn. Rec. 9: 302-6. Je. '07.

Libraries.

See also Administration; Branch libraries; College libraries; Private libraries; Proprietary libraries; Railroads; School libraries; Small libraries; State libraries; Statistics.

Anticipation, or What we may expect in libraries. J: C. Dana. Pub. Lib. 12: 381-3. D. '07.

Bookless libraries. Lib. World. 10: 45-6. Ag. '07.

A protest against the giving of library buildings where there are no funds with which to purchase books.

Free libraries and their possibilities. J: G. Leigh. Econ. R. 16: 32-42. Ja. '06.

Mr. Leigh advocates "a considerable number of small libraries in various districts" each under the care of an intelligent man who should not only keep records of the books but should be able to advise readers as to the best book for their purpose.

Hours in a library. Dial. 42: 65-7. F. 1, '07.

In the process of the evolution of the library, the old style librarian, who knew the books, is passing and in his place has come the modern librarian who is an executive officer. The ideal library however should have both types on its staff. It should encourage browsing as well as research.

Libraries and public opinion. J. Hutt. Lib. Assn. Rec. 8: 231-43. Je. '06.

"During the last 160 or 160 years there has appeared a large mass of articles and references to libraries." The references of an earlier date were on the whole favorable, that of Southey in the "Doctor" being the most hostile. "He says that circulating libraries for the most part serve to promote useless reading, the same accusation that is to-day being brought against the public library." A little later the articles are some speculative, others pessimistic, others optimistic, "but it has been reserved to the magazines of later years to print articles, some of which have been highly critical, indeed, one might say, hostile." It should be the aim of librarians "to educate the public to recognize the work that is being done on their behalf by the libraries." One contributory cause of the unpopularity of existing libraries is the hostile attitude of a portion of the press. Many members of the legal and medical professions argue "that as a public library will not provide a technical department for them, they have no need for a public library. Their attitude is a selfish one. They forget that the ideal aimed at in the institution of a public library is general culture, and not the benefit of a particular portion of the community." Another argument is that good books are cheap nowadays and so the public library is not needed. But tho "the individual may be able to buy a fair number of good books cheaply, yet he cannot acquire a library, and the really studious and persevering reader . . . will naturally turn to the public library for his wider and more expensive reading." In order to offset this opposition librarians should endeavor to educate the public to the idea that the aim of the library is the culture of the whole community. This education should begin with the school children. Much might be done to disarm prejudice by a representative library publication.

Library and its functions. H. C. Buell. Wis. Lib. Bull. 3: 17-21. Ap. '07.

"The zeal of you librarians, like the zeal of the Psalmist's house, has eaten us up, together with our conservatism and our inertia. You have combined the methods of modern business astuteness with the spirit of a missionary to the heathen. You display your wares to such advantage that all who run must read. . . . The librarian is more than a mere custodian of the book, she is the missionary of the book.

Libraries—Continued.

... She is acquainted with the individuals of her community. She knows their literary needs and what will supply them, and in her own way she puts into their lives that message which will benefit them. She does it with tact and skill, without being dictatorial or meddling—but she does it." The librarian is even more important than the books themselves. "She, her personality, herself, her individuality, although it may be heresy to say it in this presence, is far more important than her system of cataloging or her method of accessioning, although both are important." The world is beginning to recognize the importance of library work but librarians are in advance of the public in gauging their responsibilities. Training schools have been started before they were asked for. In these training schools particular emphasis should be placed "upon an intimate knowledge of the best books and an intense study of the needs of the individual readers of a given community, so that the right book may be placed in the right hands at the right time." The centralizing feature is an important feature of library work. "Every library where room is adequate, should be the center of interest for all the forces that have for their object the acquiring of culture and knowledge through the coordinate use of collection of objects and the book." There is "great need of a close co-operation between school and library in connection with the children's reading." The library "contributes to the general intelligence of her citizenship. It aids in the cultivation of a natural, artistic and aesthetic taste. It ministers to the scientific spirit of the age and it aids in the enlightenment and purification of the civic life of the people. It supplements the work of the home, the school, the church and the state. It is the handmaid of education, religion, and statesmanship. Those who minister in its behalf are entitled to rank with all those who have our country's interests in view, our nation's welfare at heart and humanity's destiny within their keeping."

Library as a factor in modern civilization. W: H. P. Faunce. Lib. J. 31: C18-20. Ag. '06.

"The library makes to the nation three gifts: the gift of knowledge; the gift of perspective, the gift of ideals. . . . The books which no longer convey knowledge, which state theories no longer held, and propound as facts things no longer believed . . . should be sharply separated from books abreast of modern thinking." "The mere number of volumes in a library does not determine its value. Neither does the number of books read tell us what has been gained in larger horizons by the readers. Libraries must encourage slow, patient, thoughtful reading. Libraries must be not only storehouses of knowledge, but reservoirs of power."

Library flotsam and jetsam. W. J. Conklin. Pub. Lib. 12: 1-4. 45-7. Ja.-F. '07.

A discussion of the mission of the library. It should bring into closer union the book and the reader, should give much serious consideration to the selection of books for general circulation, and should strive to fit the book to the reader.

Literature of libraries, 17th and 18th centuries. J: C. Dana and H: W. Kent, eds. 6v. *\$12; large pa. ed. *\$25. '06. McClurg.

Vol. 1. Cotton des Houssayes, Jean Baptiste. Concerning the duties and qualifications of a librarian; vol. 2. Drury, John. Reformed library-keeper; vol. 3. Kirkwood, Rev. James. Overture for founding and maintaining of biblioteks in every paroch throughout this kingdom; vol. 4. Lipsius, Justus. De bibliothecis syntagma; vol. 5. Bodley, Sir Thomas. Life, written by himself, 1609; vol. 6. Naudé, Gabriel. News

from France; or, a Description of the library of Cardinal Mazarini.

National materialism and the public library. C: W. Ames. Minn. Pub. Lib. Com. Notes. 9: 4-13. D. '06.

Need for a connection between the public library and the theatre. A. H. Yates. Lib. Asst. 5: 253-6. Ap. '07.

Mr. Yates advocates directing the attention of the people to good plays. The library besides posting notices of the plays might give a brief description of their chief characteristics.

Need for specialized libraries. J. H. Canfield. Ind. 61: 1155-7. N. 15, '06.

A look ahead for even a century shows the time to be rapidly approaching when any single building less capacious than the Library of congress will not be large enough to house the books of a library unless it specializes along some particular lines. Nor will the library be able to support the staff necessary for its administration. In view of these facts it is well to take some immediate action which shall result in a working scheme that will bind together "the great central library of the nation and the libraries and library commissioners of the various states." New York city has already made an excellent beginning in library specialization. There is a very definite agreement between all the libraries which have begun to specialize "by which the greatest care is taken to avoid unnecessary duplication and expense, custody and storage room, and under which there is a most liberal policy of inter-library loans."

One phase of library development. F. P. Hill. Lib. J. 31: C3-9. Ag. '06.

The transformation "of the library from a storehouse for books to a vital educational force in the community" and the corresponding change in the librarian is shown by Mr. Hill.

Openbare leesmusea en volksbibliothecken. H. E. Greve. O. 384p. '06. Maas and Van Suchtelen, Amsterdam.

Plan for a universal library. Pub. Lib. 10: 129-32. Mr. '05.

Public library and civic improvement. F: M. Crunden. Chaut. 43: 335-44. Je. '06.

Public library and its critics. H: M. Whitney. Conn. Pub. Lib. Doc. no. 1: 3-12. '06.

Public library as a municipal institution: from the administrative standpoint. H. G. Wadlin. Lib. J. 31: C30-4. Ag. '06.

"The administration of the public library as a municipal institution, in American cities . . . tends inevitably toward (1) bringing back the book close to the people by means of an organization comprising a central library and outlying branches, coordinated under a single administrative head; (2) the confining of restrictions upon access to the book in the building or upon its circulation to the narrowest possible limits; (3) the cultivation of the library habit within the largest possible constituency; (4) direct educational work with the children and with the untrained of adult age; (5) the promotion of the use of books as helps toward enlarging the power of the individual, industrially and otherwise, and toward raising the standard of citizenship and civic responsibility; and, finally, the development of a higher literary taste among readers and the stimulation of love of reading among those who have not heretofore felt this inspiration."

Relation of libraries to municipal government. D: A. Boody. Lib. J. 31: C28-30. Ag. '06.

Twenty millions per year are paid for educa-

Libraries.—Continued.

tion in the United States, and one million only for libraries though they continue the education of the children for the rest of their lives. No one can measure the influence of the sixty million books which are annually circulated by American free libraries. There is no way to measure this mighty influence as it touches municipal government."

Service of the public library to the community; an address before the Bill library association, of Ledyard, Conn., Ag. 31, 1904. S. H. Howe. O. 18p. '04. S. H. Howe, D.D., Norwich, Conn.

Sphere of the library. R. G. Thwaites. Pub. Lib. 11: 3-5. Ja. '06.

The mission of the public library is to furnish education for old and young; to have regard to the reference room as well as the children's room. It is the business of the library "to carry forward the work of popular education where the teacher necessarily drops it." It is not essential that the small college library or the public library of a small city... should strive for the unattainable." A small library need not use its reference funds in purchasing technical books unless there is a local demand for them. It should build up a well-rounded reference department that will serve its public.

Spring cleaning at the library. L. E. Stearns. Wis. Lib. Bull. 2: 46. My. '06.

The library should be neat and beautiful. The exterior should be made inviting, as well as the interior. The interior should have an air of comfort and should be kept clean and tidy.

Technical education, Place of the library in. A. B. Kroeger. Lib. J. 30: 393-9. Jl. '05.

What the community owes to the public library. C. W. Smith. Lib. J. 32: 315-7. Jl. '07.

What's the use of a public library? A. G. Rockwell. Lib. J. 31: 808-11. D. '06.

Alaska.

Libraries. H. E. Beady. Lib. J. 30: C141-3. S. '05.

Canada.

British northwest, Libraries in. E. O. S. Scholefield. Lib. J. 30: C14-6. S. '05.

Present problems of libraries in Canada. N. Gurd. Pub. Lib. 12: 176-80. My. '07.

The will of the board is supreme in the libraries of Ontario but as a rule the trustee has his own business to attend to and cannot become an expert in library administration. "The ingenuity displayed in many libraries in placing barriers between the people and their books is appalling. The open shelf is with many a scoffing and by-word. Children are driven from the library by the absurd age limit. And persons applying for membership have to comply with red-tape rules, and pay a fee for their cards. Then, too, how often are the walls of the library placarded with threatening notices. Thou shalt not is everywhere in evidence. The atmosphere is one of suspicion." Out of 25 leading libraries in Ontario only six have children's rooms, only six have abolished the age limit which debar children from the use of books, and only 13 have open shelves. The age limit ranges from 12 to 16. The libraries have not justified themselves with the people.

China.

Library as a phase of mission work in China. M. E. Wood. Outlook. 87: 618. Jl. 20, '07.

Library work in a Chinese city. M. E. Wood. A. L. A. Bull. 1: 84-7. Jl. '07.

England.

See also British museum.

Bethnal Green free library, London, Working of. Westm. 163: 562-8. My. '05.

Bradford library and literary society. W. Scruton. Lib. Assn. Rec. 8: 545-55. N. '06.

Bradford mechanics' institute library. C. A. Federer. Lib. Assn. Rec. 8: 636-40. D. '06.

Cambridge public library after fifty years: a retrospect. J. Pink. Lib. Assn. Rec. 7: 513-26. N. '05.

Library grouping. L. Inkster. Lib. Assn. Rec. 8: 46-52. F. '06.

Under the English public libraries act of 1850 the various libraries of a city—London is taken as an example—were practically isolated as regards each other. As a result of the London government act of 1899 several libraries have been grouped together and their rules reduced to a uniform code. "In these boroughs it is no longer possible for a reader to find that, because he has moved into an adjoining street, he must use another library, where he may have to provide two guarantors instead of one, or even none at all, that he is only allowed one week in which to read a book, and that the fines for detention have risen from one penny per week to twopence per day." In libraries not grouped, hours of opening in various districts range from eight to ten in the morning, in one library you can go to the shelves, in another you cannot, some libraries buy new books, others regard the purchase of new books as dangerous, etc. A strong central county authority is urgently required for library purposes. The result would be greater economy in the purchase of books, there would be a more efficient administration and a better trained and qualified staff. Haphazard appointments would not be made. "The sphere of the library would be enlarged, its prospects improved, and its opportunities multiplied."

Library progress in England, 1898-1907. Lib. World. 10: 1-4. Jl. '07.

Present position of London municipal libraries, with suggestions for increasing their efficiency. Lib. Assn. Rec. 8: 625-32. D. '06.

Struggle for a public library in Newcastle-upon-Tyne. B. Anderton. Lib. Assn. Rec. 7: 259-71, 307-28. Je.-Jl. '05.

Survey of the public library movement in Bradford. M. E. Hartley. Lib. Assn. Rec. 8: 423-43. S. '06.

Technical education and public libraries in England. J. D. Stewart. Pub. Lib. 10: 455-7. N. '05.

Wells cathedral library. T. W. Williams. Lib. Assn. Rec. 8: 372-7. Ag. '06.

Work of libraries in England. W. H. Bailey. Lib. Assn. Rec. 8: 461-76. O. '06.

Europe.

Impressions of foreign libraries. H. A. Wood. Ia. Lib. Q. 5: 145-9. Ap. '07.

Libraries—Continued.

Impressions of some European libraries.
W. S. Monroe. *Lib. J.* 32: 161-2. Ap. '07.

"European libraries are much less democratic than similar American institutions. They are patronized much more generally by special students than by the masses, as with us. Little or nothing, in fact, is done to bring the libraries to the attention of the common people. Closed shelves is the rule, and the books are generally badly cataloged, when cataloged at all. The libraries are opened for a few hours only each day, and vacations are numerous and long. . . . European libraries . . . are very slow in the purchase of modern books. . . . Pamphlets are more generally collected and preserved; more attention is given to the collection of biographical sketches, autographs, and portraits, and special libraries are much more numerous than in the United States. . . . Germany alone has something like 40 special educational libraries."

France.

Les bibliothèques populaires à l'étranger et en France. M. Pellisson. D. 220p. '06. Nationale.

An excellent summary of the position of the public libraries of the United States and on the continent at the present date. . . . After surveying in detail the features of the public library system in the United States, England, Germany, Austro-Hungary, Italy, Belgium, Holland, Scandinavia and France, the writer draws some conclusions of "general nature as to measures calculated to raise the position of the French libraries to that obtaining" in England and this country.—*Lib. Assn. Rec.*

French libraries, merits and faults. R. of Rs. 32: 741. D. '05.

France is not up to date in library work. She is very much behind in the matter of cataloging, and has still to learn that a book which is not read is a dead object.

Library reform in France. J. I. Wyer, jr. *Lib. J.* 31: 215-7. My. '06.

In France there is no uniform recruiting system, university libraries alone requiring preparation of employees. Promotions are not made by merit or seniority but at the will of the librarians who are often political appointees. The pay in general is poor and the book funds inadequate. A commission has been appointed to study the matter of organization. Their recommendations will be embodied in a proposed law.

Municipal popular libraries of Paris. G. F. Bowerman. *Pub. Lib.* 2: 395-6. D. '07.

These libraries are open two hours a day "at hours most convenient for those who are regularly employed; they have small reference collections, but find their main work in home circulation."

Hawaiian islands.

American library in Manila. S. McKee. *Pub. Lib.* 10: 472-3. N. '05.

Libraries in Hawaii. H. Hillebrand. *Lib. J.* 30: C140-1. S. '05.

Ireland.

Ireland and public libraries. T. W. Lyster. *Lib. Assn. Rec.* 8: 303-8. Jl. '06.

"In 1855 was passed the first really significant library act for Ireland by which town councils in Ireland might levy a penny in the pound for library purposes. Passing over everything of lesser importance, we notice that an act of 1894 improved the working of this act (though still only town councils had any powers.) In 1902

we come to an immensely important act, by which the power of levying the library rate was extended to the rural district councils created by the local government act of 1898. The first Irish city to adopt the act of 1856 was Cork. It did so in 1856. But Cork did not at that time open a public library. It applied the proceeds of a halfpenny in the pound to the maintenance of its admirable school of art, while in 1877 the corporation levied the other halfpenny and applied it to provide funds in aid of the school of music. In the year 1892, however, steps were taken to establish a public library in Cork, and this most valuable institution opened in 1893, under the able librarian, Mr. Wilkinson, who is still in the public service of Cork. The corporation were enabled to open the library by levying a rate under the technical instruction act of 1890, which, being applied to the maintenance of the school of music and art, left a halfpenny library rate free for the public library. The halfpenny rate allotted to the library was increased to three-farthings in 1895. In 1906—ten years later—came a great event—the opening of the Carnegie library. Dundalk adopted the act in 1866, and applied the rate in the maintenance of a little library and reading-room, which was opened in 1858. Thus Dundalk was the first town in Ireland which actually levied and applied to library purposes the library rate. In 1884 two municipal libraries were opened in Dublin; Belfast opened its library in 1858; Limerick in 1893, the same year as Cork; Waterford in 1896, and other towns and townships have followed. The penny rate produces very small sums in our little Irish towns, and this partly answers the inquiry why the public library movement, now quickening has, until lately, been slow in Ireland."

Italy.

Laurentian library and its librarian. M. McIlvaine. *Putnam's.* 2: 3-19. Ap. '07.

Japan.

Imperial library in Tokio. W. E. Griffiths. *il. Critic.* 47: 128-33. Ag. '05.

Russia.

Libraries in rural Russia. R. of Rs. 31: 347. Mr. '05; Same cond. *Lib. J.* 30: 928-9. D. '05.

There are 5000 free libraries in provincial Russia, one on an average for every 1,374 square miles. The appropriations for them are exceedingly small. Many have no reading rooms. Some libraries have but fifty books each. The bureaucracy exercises a strict censorship over the reading matter, and the best books of classical and contemporary writers, also much periodical literature is excluded.

Scotland.

Glasgow libraries; symposium. *Lib. Assn. Rec.* 9: 549-67. O. '07.

Glasgow library system. *Lib. World.* 10: 131-3. O. '07.

South America.

Impression of the conditions of Spanish-American libraries. R. Schwill. *Lib. J.* 32: 72-4. F. '07.

One common criticism can be made about all South American libraries, the irritating lifelessness in their administrations.

United States.

See also *Library of Congress.*

Amerikanische bibliotheken und ihre bestrebungen. A. B. Meyer. Q. 80p. '06. R. Friedlander und sohn. Berlin.

"The best summary of American library progress and purpose yet written."

Libraries—Continued.

California, Library conditions in northern and central. L. W. Ripley. Lib. J. 30: 789-90. O. '05.

Chart and statistics showing growth in public libraries in the United States and increase in their facilities. H. Putnam. il. World's Work. 10: 6373-7. Jl. '05.

Cost of New York city libraries. R. B. McIntyre. Lib. J. 32: 438-9. O. '07.

Destruction of San Francisco and other California libraries. Lib. J. 31: 213-5. My. '06.

Effects of earthquake and fire on San Francisco libraries. Lib. J. 31: C204-6. Ag. '06.

Greensboro, N. C., public library: Carnegie building. B. D. Caldwell. Lib. J. 31: 718-9. O. '06.

Growth of the libraries in the south. L. R. Wilson. World's Work. 14: 8985-6. Je. '07.

"Possibly the most notable step taken has been the establishment of the rural school library." In North Carolina there are now 14,000 rural school libraries containing a total of 125,000 volumes. Virginia has inaugurated a system of travelling libraries. Texas has twenty Carnegie libraries. College libraries have undergone a revolution in spirit. Travelling libraries have met with immediate success.

How to extend and develop new libraries in Washington. J. M. Hitt. Wash. Lib. Assn. Bull. 2: 3-6. O. '06.

Illinois libraries. K. L. Sharp. (University of Illinois. University studies. v. 2, no. 1. p. 85-96). Q. 96p. pa. \$1. '06. Univ. of Ill.

Libraries. C. S. Greene. Lib. J. 30: C138-9. S. '05.

Libraries and the library movement in Kentucky. W. F. Yust. A. L. A. Bull. 1: 82-3. Jl. '07.

Libraries in the United States army and navy. F. B. Heckman. Lib. J. 32: 68-9. F. '07.

Every army post or garrison has a library, often miscellaneous in quality, supplemented by unbound periodicals. The books are usually purchased from post funds. The Fort Leavenworth military school has one of the finest strictly military libraries in the world. The 18,000 volumes are all strictly reference books. The West Point library contains 45,000 volumes which are classified according to the Dewey system "in a way that is the envy and despair of librarians." The sub-classification is carried to three decimal places, consequently each book is placed absolutely where it ought to be. The library of the surgeon-general at Washington shows a masterly bit of cataloging and is the finest medical library in the world. The Naval academy at Annapolis contains the most complete collection of naval literature in this country. Each warship carries its own library.

Libraries of South Carolina. M. Martin. A. L. A. Bull. 1: 72-3. Jl. '07.

Library conditions in Florida. G. B. Utley. A. L. A. Bull. 1: 73-5. Jl. '07.

Library development in Tennessee. M. H. Johnson. A. L. A. Bull. 1: 79-82. Jl. '07.

Library movement in Oklahoma. E. A. Phelps. A. L. A. Bull. 1: 78-9. Jl. '07.

Library progress in Alabama. T. M. Owen. A. L. A. Bull. 1: 75-6. Jl. '07.

Library progress in North Carolina since 1899. A. S. Ross. A. L. A. Bull. 1: 71-2. Jl. '07.

Library situation in California. J. Lichtenstein. Pub. Lib. 10: 280-2. Je. '05.

Library situation in Los Angeles. Lib. J. 30: 800-3. O. '05.

Library situation in Texas. P. L. Windsor. A. L. A. Bull. 1: 77-8. Jl. '07.

Los Angeles public library; history. News Notes of Cal. Lib. 2: 113-22. Ap. '07.

Louisiana. W. Beer. A. L. A. Bull. 1: 76-7. Jl. '07.

Modern achievements. E. C. Richardson. Dial. 38: 73-6. F. 1, '05.

An account of the aims and achievements of American libraries as suggested by the St. Louis conference.

National library problem to-day. E. C. Richardson. Lib. J. 30: C3-9. S. '05.

Northwest, Library conditions in. C. W. Smith. Lib. J. 30: C9-14. S.; Same. Wash. Lib. Assn. Bull. 1: 1-6. O. '05.

Oklahoma and territorial libraries. Lib. J. 30: C246-8. S. '05.

Opening of the Hudson Park branch. New York. M. D. Pretlow. Char. 15: 886-9. Mr. 17, '06.

Oregon, Library conditions in. W. L. Brewster. Lib. J. 30: 785-6. O. '05.

Philadelphia commercial museum library. J. J. Macfarlane. Lib. J. 30: 412-3. Jl. '05.

Public library in American life. H. Münsterberg. Lib. J. 30: 925-7. D. '05.

Report on damage to California libraries by earthquake and fire. Lib. J. 31: 273. Je. '06.

Report on public libraries in 1876. M. E. Mitchell. Pub. Lib. 11: 246-7. My. '06.

Some government libraries. E. G. Swem. Pub. Lib. 12: 146-7. Ap. '07.

An abstract of papers on the libraries of the various government departments of the United States.

Some impressions of American libraries. L. S. Jast. Lib. Assn. Rec. 7: 51-67. F.; Same cond. Lib. J. 30: 147-9. Mr. '05.

Some libraries in the farthest northwest. G. F. Bowerman. Pub. Lib. 12: 120-2. Ap. '07.

Stockbridge library; address by R. R. Bowker, president of the association, at the annual meeting, September 30, 1905. O. 11p. pa. Stockbridge library ass'n, Stockbridge, Mass.

Libraries—Continued.

Virginia libraries. J: P. Kennedy. A. L. A. Bull. 1: 68-71. Jl. '07.

Washington, Library conditions in. C: W. Smith. Lib. J. 30: 787-8. O. '05.

Libraries, Private. See **Private libraries.**

Libraries, Proprietary. See **Proprietary libraries.**

Libraries, Small. See **Small libraries.**

Libraries, Use of by the public.

See also **Libraries and schools**; **Library advertising**; **Library extension**; **Technical literature.**

Business men and public libraries. J. Mason. Pub. Lib. 12: 390-1. D. '07.

Encouragements in library work. W. I. Bullock. Pub. Lib. 11: 500-2. N. '06.

The librarian's profession offers many ideals and for the fulfillment of them Miss Bullock notes five distinct encouragements. The first of course, is the rapidly growing demand for libraries and additional books. The work affords an opportunity for that high form of philanthropy which is preventive rather than positive, always anticipating evil by substituting the antidote beforehand. The third form of encouragement is the possibility of supplementing the interrupted education of many children, the library thus becoming "an integral part of our system of public and free education." Another point deserving of comment is the work of a library in civic education and the making of good citizens especially of the foreigners. The fifth encouragement lies in the realization by the library of the true spirit of democracy for in it all social, doctrinal and intellectual divisions disappear and all classes meet on common ground.

How shall the library help the working man? A. L. Bailey. Lib. J. 32: 198-201. My. '07.

Notes on this article are given under the heading **Library advertising.**

How to use a library. H. Putnam. Springfield Lib. Bull. 26: 368-70. O. '06.

Libraries for men. Ind. 58: 1374-5. Je. 15; Same. Lib. J. 30: 408-9. Jl. '05.

"When the farmer drops in to see what is the red bug that is eating his box elder trees and what to do for it, or, rather, against it; when the editor telephones over for a map of Port Arthur for the afternoon edition; when the orator for Pioneer day finds there anecdotes of the early history of the town; when the boy who wants to study electrical engineering in his odd hours does not have to send \$25 to a correspondence school for books the library ought to supply; when the village inventor can learn how many times before his non-refillable bottle has been patented; when the grocer's clerk comes over to see what brands of baking powder contain alum; when the mechanic can find out what horse power he can get from the wind mill above his shop; when the political junta adjourns from the drug store to the library to see how much McKinley ran ahead of his ticket in 1896 in the fifth congressional district; when the young married couple look over the colored plates of a volume on house furnishings; when the labor leader comes in to look up English laws on the financial responsibility of trades unions; when the mayor sends in for all the books on the municipal ownership of electric light plants; when the clerk of the district court discovers in the files of the local paper an advertisement of a dissolution of partnership ten years ago—then we can be sure that Andrew Carnegie has not wasted his money."

Library and the business man; for the 29th annual meeting of the American library association at Ashville, N. C., May, 1907; rev. and completed July, 1907. G: W. Lee. O. 64p. facsim. pa. (Jl.) '07. Stone & Webster, 84 State st., Boston.

"The author bases his paper on the work and needs of the private library of the Stone and Webster engineering corporation, of which he is librarian, and treats the subject under the following divisions: Scope of business, Demands upon the library, Sources of information, Working methods, filing systems, etc., Improvements and limitations, Some unsolved problems, Information bureaus, Esperanto, Miscellany. . . . The sources of information may be classed as follows: documents, such as records of the business; books, pamphlets, and periodicals; maps, atlases, etc., indexes, catalogues and lists; miscellaneous publications; other libraries, manufacturers and business houses, by means of letter and telephone. . . . There are to-day hundreds of trade and class periodicals representing every class of industry, and there are reference books, handbooks, manuals and ordinary books bearing on general subjects and special features of these subjects; there are also government documents, bulletins of all kinds, society transactions and trade house organs without number, so that any concern should have little or no difficulty in making up a useful collection. The difficulty arises in the proper indexing of the material for efficient service. . . . The aim is, of course, to keep the files in close touch with what the organization needs or is likely to need and to meet as far as possible the special interests of individuals. . . . The possibilities of a business reference library are as far reaching as the work is interesting; there is hardly a business concern that has not the foundation of such a library in its offices, and it is merely a matter of the proper classification and up-keep of this to make it an important part of the office equipment. Libraries are becoming more and more recognized as centers of knowledge rather than centers for the storage of books, and their extended use by business houses to co-operate with their own private reference library is a development that is still in its infancy."—Technical Lit. 11: 441-3. N. '07.

Library and the newspaper. A. N. Brown. Wash. Lib. Assn. Bull. 3: 1-3. Ja. '07.

Notes on this article are given under the heading **Reference work.**

Library and the workers. J: P. Buckley. Minn. Pub. Lib. Com. Notes. 2: 48-9. N. '07.

Library for the business man. A. E. Bostwick. My Business Friend. 2: 83-7. Ja. '06.

Every man who pursues an occupation that requires special knowledge can find something in books to stimulate his activity. "It is the business of the people who have charge of the books in our public libraries to direct and aid those who are looking for such stimulation." The reference library is "a workshop filled with books to be used as tools and as material," to which any man seeking information can have access. "Here he may learn how to buy a dog, how to wire a house for electric light, how to judge textile fabrics, how to write an advertising notice or letter a sign, and a thousand other things of equally miscellaneous nature."

Library in relation to special classes of readers: supply and use of technological books. H. W. Craver. Lib. J. 31: C72-5. Ag. '06.

The assistant in the technical department should "enlarge his acquaintance with his pos-

Libraries, Use of by the public—Continued.
sible patrons in all possible ways." He should welcome consultation by telephone and by mail.

Library in the community. E. C. Richardson. Lib. J. 31: 107-11. Mr. '06.

"The library in the community exists... primarily to provide popular literature." But it must also provide for the scholars and professional men in its vicinity for they often contribute in large measure to the enlargement of ideas in the community, by their contact in daily life with those about them. Whoever "can be induced to revise and enlarge his conception of anything, whether of farming or tool making, morals or beauty, politics or science, becomes thereby inevitably a rectifier and enlarger in his circle and in the widening waves from this circle.... If a book used by John Smith only will benefit the community more than another used by fifty other persons this book is more suitable for purchase by the public library than the much used book.... The library in the community.... is.... an instrument for life long education of all the members of the community, an instrument for the development of a larger body of ideas, of more complete likemindedness and thereby greater power of united action."

Making a library useful. J. C. Dana. Vt. Lib. Com. Bull. 1: 18-22. F. '06.

Get acquainted with the library by visiting it. Learn how to use the catalog. Find out what the needs of the library are. Use it yourself and encourage others to use it. Hold club meetings in the library if possible. Make collections illustrative of the history of the town for the library. Help to make it a center of interest as well as a disseminator of pleasure.

Many-sided interest; how the library promotes it. J. C. Dana. School J. 73: 563-5. D. 22, '06.

Libraries are for scholars, they should contribute directly to the happiness of the people, they should serve as incentives and stimulants. The library has an infinite capacity. It has a wide range of powers, a variety of profferings, and a wider range of constituents than either school or college. It should so make itself known that it would be commonplace to everyone. Post and telephones are its aids in this matter. Branches set up here and there enable a larger public to make use of its advantages.

Methods of popularising standard books other than novels. G. H. Elliott. Lib. Assn. Rec. 7: 155-60. Ap. '05.

The library does not exist mainly for the issuing of novels as some people think, tho the reading of fiction helps to form the literary taste of the people. Librarians should make use of all reasonable means to make the contents of their libraries better known to their constituents. "Too often the ordinary reader is in a maze with the general catalog of the library, but it is then that the librarian or the efficient assistant can be the reader's guide, philosopher and friend. The public soon know when they are under the guidance of a capable assistant, and can fully appreciate the living guide before all mechanical aids. Bibliographical guides can do much to popularise our standard books, but works like Sonnenschein's Best books—invaluable as these are to the specialist or librarian—are only a bewilderment to the general reader." A helpful book for the ordinary reader is Knowledge is power, by Philip Gibbs. A collection of books similar to this should be kept for reference in the general library and there should be one or two additional copies for circulation. The following works are good as the nucleus of such a collection. "Baldwin, J. The Book-lover: a guide to the best reading; Blackie, J. S. Self-culture; Brooke, S. Primer of English literature; Carlyle, T. Choice of

books; Chambers's Youth's companion and counsellor; Dawson, W. J. Table talks with young men; Gibbs, P. Knowledge is power: a guide to personal culture; Lubbock's Pleasures of life; Ruskin, J. Sesame and lilies; Shorter, C. Victorian literature; Smiles, S. Character; Smiles, S. Self-help. In libraries where open access is not the rule, one or two small cases of selected books, placed on the lending library counter in view of the public greatly assist in making known the contents of the library, and in aiding borrowers in their choice. Choosing a book from a number of others is always better than merely selecting one from the catalog, however excellent it may be." The extra borrowers ticket helps to popularize non-fiction, and open access to the shelves is most commendable. Librarians should urge publishers to issue cheap editions of non-fiction. "Publishers do not realize the need of the great reading public for the best modern books, other than novels, so clearly as public librarians do."

Newspaper and the library. J. G. Pyle. Minn. Pub. Lib. Com. Notes. 2: 52-5. N. '07.

Newspapers often make use of pictures and portraits obtained from the library, and in the preparation of certain portions of reading matter the library is utilized to a far larger extent than is commonly supposed. It is "the right hand of the special writer." Newspapers clippings are invaluable to journalists.

Non-literary uses of the Hartford public library. C. M. Hewins and E. B. Owen. Hartford Mo. 1: 80-1. Ag. '06.

Libraries should provide for technical workers and business men as well as for other classes of readers. Portraits and pictures should be provided for public use.

Professional man's use of the public library. F. G. Ingersoll. Minn. Pub. Lib. Com. Notes. 2: 50-2. N. '07.

Give the business man all possible privileges, and a place where he can study quietly. "Place within his easy reach all the books he will likely consult on the particular subject under consideration."

Public library as a factor in industrial progress. F. M. Crunden. Library, n.s. 7: 384-96. O. '06.

The public library helps the community which supports it by doubling in value the education the child receives at school and supplying the means for a lifelong continuance of that education. It helps adults who have lacked opportunities for an early education. It is a storehouse of information to all classes. It furnishes books and periodicals for all classes of industrial workers.

Remarks on the art of using a library. L. Connolly. Lib. J. 31: 308-11. Jl. '06.

Use of industrial collections at the Providence public library. E. Garvin. Lib. J. 31: C76-8. Ag. '06.

About one-fifth of the wage-earners of Providence are in the jewelry trades and scarcely a day passes without some inquiry for books on jewelry or silver-ware design. "Workers in these trades especially designers, are sent to the library during their working hours to get suggestions to be used in their work. In this case the custodian does more than to lay out such books as will probably contain a picture of the flower or animal wanted and leave the reader to find it for himself. An unremitting search is kept up for the design.... Among those who use the industrial library are apprentices and machinists in the large machine shops, workers in the cotton and woolen industries, textiles being the leading industry of the state, and those interested in the manufacture of gasoline engines and their applications to automobiles and launches."

Libraries, Use of by the public—Continued.

Use of industrial collections in Brooklyn. Lib. J. 31: C230-1. Ag. '06.

"We do not intend this department primarily for trained people, for engineers, graduates of advanced schools, but for the untrained worker or for those of very little training."

Use of scientific and technical books. C. H. Brown. A. L. A. Bull. 1: 163-5. Jl. '07.

"A technical library is primarily a library for men. Its books are of value not only to the engineer, the contractor and the mechanic; they are serviceable almost equally to the politician, the journalist, the lawyer and the college student; furthermore the value of a public library is not limited to the services rendered its visitors directly. All readers of books, magazines and newspapers are to some extent indebted to the library for the information given them. . . . One Chicago journalist spends nearly all of her time in the public libraries of the city; other reporters use them continually for reference." City officials and politicians use the library. "To the workman a technical collection is often a matter of dollars and cents." The lawyer finds the technical collection a valuable tool. This has been proved many times in suits involving patents. "A well rounded technical library should include both pure and social sciences."

Value of libraries from educational and civic standpoints. W. P. Heyl. Munic. J. and Engineer. 20: 297-301. Ap. 4, '06.

Notes on this article are given under the heading Library extension.

Value of the public library to workmen. S. F. Arnold. Pub. Lib. 12: 4-7. Ja. '07.

Whether they realize it or not workmen are daily deriving great practical good from libraries, but much more should be done for them by librarians than is at present attempted. Lists of books especially interesting and timely for men should be published in the papers. Special invitations to use the library should be sent workmen through their trade unions or the firms for which they work. Books should be placed in large factories, engine houses, department stores, etc. The library should post bulletins of information on current events. It should be "stocked with the best daily papers and magazines. . . . The tastes and needs of workmen ought to be considered in the choice of books." The substantial part of the library as well as fiction should be kept up to date. Especially is this true of the science and political and social economy departments. Occasional book exhibits designed especially for workmen should be given, and once in a while an evening lecture on a subject of interest would be helpful.

What is the library to the business man? M. O. Nelson. Minn. Pub. Lib. Com. Notes. 2: 49-50. N. '07.

Libraries and clubs. See Clubs and libraries.

Libraries and colleges.

Library and the small college. R. O. Graham. Pub. Lib. 12: 218-20. Je. '07.

All classes contribute to the support of the public library and on this account it is not justifiable to favor the college in expending an undue amount of funds on books that would be of use to the college constituency alone. Books of wide general interest that would be helpful in classroom reference work may however be legitimately purchased. By doing this the library will best help itself in the special fields covered by the needs of the college.

Student privileges in a public library. J. M. Drake. Pub. Lib. 12: 221-4. Je. '07.

The best method of registration for students is to register them as regular readers. "On the application blank is written the home address and the name of mother or father, so as to have some sure way of reaching him if he unexpectedly leaves town." In Jacksonville, Ill., students are not limited in the number of books they may take out. Bound and unbound magazines and reference books may be taken out at closing time to be kept till opening time the next morning."

Libraries and schools.

See also Library training; School libraries.

Circular sent to the teachers of the public schools of Oak Park. Pub. Lib. 12: 302-3. O. '07.

Closer relations between libraries and educational authorities; symposium. Lib. Assn. Rec. 8: 268-76. Je. '06.

The sooner children are led to the library shelves for the solution of their difficulties the better for national education and the future of the country. One of the great difficulties of school libraries is that they separate the children from the free libraries. At the public library the children have more liberty of choice than in the school libraries. On the other hand it is urged that it is better to give the child a more limited choice of only the best books under the direction of a teacher in the school. Librarians have but little opportunity to control and guide and direct if all the children come to them. Teachers know the character of the individual child better. It is better for the children to have the books sent from the library to the schools.

Co-operation between libraries and schools. H. E. Peet. El. School T. 6: 310-7. F. '06.

Newark, N. J. "sends class-room libraries to the schools, so that every teacher in the city has at her command a library of from twenty to fifty books for the use of the children in her own classroom. It also sends to the schools collections of pictures on nature-study, historical events, foreign countries, architecture and sculptor." In Boston, teachers are invited to hold their classes in the branch libraries. "The common method of co-operating with the schools in this system is to employ trained attendants to study the needs of the schools, to furnish from time to time graded lists of books, to publish frequent school bulletins, to inspire the children to right reading by sending to the schools gifted story-tellers, but best of all by sending to each classroom from twenty to fifty books. These are left in the school rooms varying lengths of time—in Milwaukee eight weeks in many places five months, in some a year. The libraries in almost all of these cases provide for the transportation of the books, furnishing cases which fold and look like trunks, but open into bookshelves."

Co-operation between public libraries and schools. Lib. Assn. Rec. 9: 581-5. O. '07.

A joint committee of librarians and educational authorities report "that the school library should instill the taste for reading under the guidance of the teacher, and that the public library should be used to extend and deepen the children's knowledge of books." They also agree "that special children's rooms containing books for lending and a selection of reference books should be provided in connection with all public libraries."

Co-operation between the school and library. J. T. Gerould. Minn. Pub. Lib. Com. Notes. 2: 70-3. N. '07.

It is useless for both libraries and schools to

Libraries and schools—Continued.

duplicate the work of classification, cataloging and preparing the book for circulation. There should be no waste in duplication of books, the same duplication is necessary. Both need dictionaries, cyclopedias and the simpler reference books. Schools should avail themselves of the librarian's knowledge of how to use books. Division of labor between the librarian and the teacher results in more effective work than either could do alone. The library should provide the teacher with material for advanced work along the lines in which she is teaching. It should also provide supplementary reading for the children.

Coöperative work with the schools. New York public library bull. 9:417-8. O. '05.

"All work with teachers has been assigned to one assistant in each branch, who is expected to familiarize herself with the course of study, to keep in touch with the public schools and to know personally as many teachers and principals as possible. . . . Titles of new books relating to grade work are posted on the proper school bulletins."

Difficulty of the high-school library, and a suggestion. E. W. Gaillard. School R. 15: 245-50. Ap. '07.

A good working high school library should contain about 5,000 volumes. These would probably cost from 6,000 to 7,000 dollars. Now "if the school and library authorities will make some arrangement for the public library to meet the wishes of the school, it is evident that much good will be accomplished without the duplication of a great deal of material. As such a burden would add materially to the expenses of the public library, it would be only fair for the school authorities to see that the appropriating body of the town take this into consideration when making the annual budget."

Experiment in school-library work. E. W. Gaillard. Lib. J. 30: 201-4. Ap. '05.

The board of education of New York city in 1904 erected in fifty of the public schools "regular bulletin boards for the exclusive use of the public library. . . . On the bulletin boards are affixed announcements of whatever matters the librarian in charge of the nearest branch may consider to be of interest to teachers or pupils. . . . On every bulletin the terms under which teachers and pupils may use the library are set forth in the following words: 'For those teachers who are undertaking special studies, or who are doing other definite literary work, arrangements may be made to secure books necessary for such study. These special books must be renewed monthly, and no books may be retained for a greater period than six months. Books are so loaned with the understanding that they must be returned upon special request after two weeks from the date of borrowing. . . . Teachers are often asked to endorse their pupils' applications for the privilege of using the library. This library regards such endorsements from teachers in the day schools as notes of introduction, and guarantors are not held financially responsible for losses that result from applications which have been signed for their pupils. . . . It has been deemed advisable, for obvious reasons, to give all work with teachers to one assistant in each branch. This assistant . . . is expected to familiarize herself with the course of study, to keep in touch with the public schools, and to know personally as many teachers and principals as possible. . . . The task has been to learn the needs of the pupils and teachers and to so order the work and to plan such rules as to make possible and encourage the real use of the library; and to provide means whereby both teachers and pupils may be told, retold and told again and reminded from time to time of the library and of its ability and readiness to respond promptly and cordially to any reasonable demands.

Fingerposts to children's reading. W. T. Field. S. vii, 9-275p. **\$1. '07. McClurg.

Contents: The influence of books; Reading in the home; A list of books for home reading; Reading in the school; Supplementary reading; The school library; The public library; The Sunday-school library; The illustrating of children's books; Mother Goose. Appendix. Lists of books for school and Sunday-school libraries arranged under subjects, with grades to which they are adapted.

Hartford public library in relation to the schools. E. B. Owen. Lib. J. 30: 217-8. Ap. '05.

"The reference department should be the connecting link between our schools. . . . Debates, of course, are with us always and represent more hard work than almost anything else we do for the schools. As a general rule we require three days' notice of subjects, which gives us time to look up satisfactory references and place the books on a special shelf to be reserved until the day of the debate, and used in the reference room. In this way we can secure better material and no one debater can monopolize the best points. . . . One of the irregular branches is a collection of twenty books for boys, with startling titles and gaudy covers. These were selected to help a teacher in one of our most difficult districts, and one quite removed from the library. Some of her boys had discovered the worst form of dime novel, and were devouring volume after volume, with marked effect upon their behavior."

Helping children know library tools. E. Hardman. Pub. Lib. 12: 299-301. O. '07.

A library class for school children arouses interest in addition to giving them very practical information. "The plan of the work is primarily to familiarize the children with the use of encyclopedias, card catalog and magazine indexes." The children should go to the library for the lesson. Subjects, not too difficult, but of general interest, should be given to be looked up. By beginning with the dictionary and encyclopedias the children become familiar with the plan of alphabetical arrangement. Then let them go on to the card catalog and to the magazine indexes. By such lessons interest is aroused and the child gains a feeling of power and mastery in being able to help himself.

How the school and the library may help each other. M. Z. Wilson. Wash. Lib. Assn. Bull. 2: 7-8. Ja. '06.

"Schools and libraries can work together in determining lists of books for children. In no other respect can more direct benefit be derived to both institutions than by a hearty co-operation in this. The books being supplied, the teacher and librarian can co-operate in seeing that the literature is suited to the stage of the child's development, physically and spiritually. The former knows the children best and the latter knows the books. Thus the library aiming to supplement and enrich the education of the child while in school can be reinforced in its work of continuing the process of the child's self-instruction after he leaves it. . . . Many young people from the upper grades, high school and even educated teachers, need to have a greater and wiser use of books, atlases, charts, reference books, cyclopedias, the difference between contents and indexes, titles and subjects. These people too often possessing unusual appreciation and discriminating powers are held back in their individual discoveries because they have not been instructed in these mechanical things. It is difficult to estimate the loss this is to the student. Much can be accomplished by the librarian, but we believe that more can be accomplished with a less expenditure of time early in the grades."

Libraries and schools—Continued.

Library and school work in Newark, N. J. M. L. Gilson. Lib. J. 31:167-8. Ap. '06.

Pictures are loaned as well as books, and copies of poems are mimeographed and loaned. Some schools ask for current magazines and these are ordered sent directly to the schools, and are circulated among the teachers.

Library and the school in Grand Rapids. S. H. Ranck. Lib. J. 32:162-4. Ap. '07.

The relations between the public schools and the library in Grand Rapids are unusually close. Until 1903 the library was managed by a committee of the board of education. Since that time the superintendent of schools and five commissioners elected by the citizens constitute the library board. The title to the property however still remains with the board of education. In 1894 deposits of books were placed in the public school buildings for circulation among the children. New books are added to these libraries each year, the selection being made by the children's librarian and the various principals. "During the year the children's librarian, and sometimes other members of the library staff, visit the schools, talking to the children about the books and conferring with the teachers, and occasionally there are conferences between the library staff and the school principals to discuss the various problems that come up. "During vacation some of the libraries are open two hours of one day each week for the distribution of books. "The library also sends traveling libraries to public, parochial, and private schools throughout the city." School children are systematically instructed in the use of the library. By a new agreement whenever the library board requests and the school board agrees the board will equip a room for library purposes in one of the school buildings. The first of these school branch libraries was opened in Dec., 1906. The room is in the basement, has an entrance from the outside, and it can be warmed without heating the rest of the building. The school board equips the room with furniture, light, heat, and janitor service. "The library board supplies the books, periodicals, and the librarian, together with the card catalog outfit." This branch is open week days from 12:30 until 9 p. m. "The educational advantage to the school for the children to have access to books in this way, with a librarian in charge, and of having a good collection of the best current magazines, is believed to be considerable. At the same time the advantage to the library is that it enables it to carry on a branch of this sort at a minimum of expense."

Library in its relation to the elementary schools. E. L. Power. Pub. Lib. 11:544-8. D. '06.

"The value of cooperative work depends upon the ability of each to understand and appreciate the work of those who cooperate with him, equally with his own work." Too often librarians and teachers forget this. The library may help the schools within the library by giving an opportunity for quiet reflective reading to teachers and students. Teachers need a room apart from the children. They need books on pedagogical subjects. Both should be provided. Within the schoolroom the librarian may efficiently aid the teacher by aiding in the selection of the book collection sent to each room. The librarian knows the books better than the teacher and is more familiar with the children's needs. On the other hand "the use of the books which are familiar to the teacher, far exceeds the use of the books which she does not know, and therefore cannot make known to the children. . . . After the classroom libraries have been selected" the librarian should help to make them attractive. She should visit the schools and "meet the teachers in their own work and so be able to give individual help."

Library reading course. W. E. Henry. Pub. Lib. 11:306-7. Je. '06.

"Before the fullest and most helpful cooperation can exist between the library and the school the teacher must feel the need of the library as a helper in order to do efficient work as a teacher and the librarian must see in the teacher and the school opportunities to make the library a great power for education in the community."

Library work in high schools. F. M. Hopkins. Pub. Lib. 10:170-1. Ap. '05.

Brief working outline for the teaching of reference books to high school students.

Library work with schools in the United States. L. S. Jast. Lib. World. 8:34-6. Ag. '05.

Children's rooms are usually large and beautiful and always have open shelves. The following are some of the phases of the work: story telling, school bulletins circulated monthly, circulating libraries at the schools, and collections of pictures on different subjects which are sent to schools as required. In some places children are taught the use of the library.

Methods of school circulation of library books. G. T. Clark. Lib. J. 31:155-7. Ap. '06.

There are three methods for the circulation of library books thru the schools. (1) Sending the pupils to the library. (2) Sending books on teachers' cards. (3) Providing a school duplicate collection of books suitable for circulation in the grades. These books are sent in lots of from 40 to 50 to classrooms. The boxes that are sent in are used to shelve them while they remain at the school. Sometimes the library, sometimes the board of education looks after the transportation. In order to keep complete records, blanks are sent with the books on which the necessary data is recorded. The entire collection is sent back at the end of the term. This class-room system brings many in touch with the library "who otherwise might never see its books."

Methods to be used by libraries working with schools to encourage the use of real literature. M. D. McCurdy. A. L. A. Bull. 1:289-93. Jl. '07.

Organization of the library profession in the United States. Pub. Lib. 11:11-2. Ja. '06.

Libraries in the United States are much more closely connected with universities and schools than in Europe. In the United States children of ten years old use the library to help them in composition work. High school pupils go there for references for their debates. "Traveling school libraries, school deposit stations and children's rooms help the child in the preparation of his lessons. In some cases the schools or the libraries give instruction to children in the use of books, catalogs and bibliographies with much success."

Public library and the public school. Mrs. F. C. Conner. Minn. Pub. Lib. Com. Notes. 9:22-5. D. '06.

There is a fundamental unity of aim and purpose between the public library and the public school. Both are free and tax-supported. Both aim to provide education. The function of the library being to supplement and continue the work of the school.

Public library and the public school. W. F. Kunze. Minn. Pub. Lib. Com. Notes. 9:19-22. D. '06.

"Summarizing I would say that while the library and the school should ever remain as two separate, and co-ordinate institutions, they should work together with the utmost har-

Libraries and schools—Continued.

mony and cordial co-operation and singleness of purpose; that the school board, superintendent and teachers should be at all times in close touch with the library and in hearty sympathy with it and its aims; that the librarian and library board should do all in their power to make the library as attractive, and as useful to the children as possible; that the school libraries should be confined to grade or department reference libraries, for the purpose of facilitating the regular work of the school and to teach the habit of using reference works, and to grade libraries to cultivate a taste for the best in the world of literature and when this cordial and intelligent co-operation between library and school is secured, both the library and school are better able to perform their legitimate work and thus by this united effort contribute much towards elevating the ideals of the home, and the standards of citizenship in the community."

Public schools and public library at Pomona, Cal. Educ. R. 33: 306-12. Mr. '07.

Relation of libraries to the schools. N. C. Schaeffer. Lib. J. 31: C196-200. Ag. '06.

Relations between libraries and schools from the school side. R. J. Tighe. A. L. A. Bull. 1: 90-2. Jl. '07.

"Several things must come to pass before we shall see a close affiliation between the library and the public school, and I believe the first thing to be done is to make provision in teachers' training schools, teachers' institutes, summer schools, and city school systems for the training of teachers in the use of the public library and of the school library as tools, in the work of educating the youth of the land. I believe at the same time, that every public library, and perhaps every school library, should have a librarian trained to meet the needs of the schools, one who understands courses of study and how to correlate the work of the library with that of the school. Perhaps such a librarian should have had experience as a teacher in order to appreciate fully this problem and to solve it. Another need it would seem, is that of providing courses of instruction for high schools and colleges in how to use the library economically."

Report on instruction in library administration in normal schools. National education assn. O. pa. 10c. '06. Nat. educ.

School and the library. W. H. Brett. Pub. Lib. 10: 225-7. My. '05.

"Instruction is being given in the use of the library, including its classification and arrangement, the finding of books by means of catalogs, bibliographies and indexes, the use of a book, the value of the matter gleaned from the chapter and page headings, the use of the more important reference books, such as cyclopaedias, dictionaries, gazetteers, atlases, etc. This is carried on to some extent in the high schools, but more largely in the normal schools."

School and the library; Pomona and Los Angeles. M. L. Jones. News Notes of Cal. Lib. 2: 90-2. F. '07.

In Pomona the school library is made up largely of reference books. As a supplement to this each teacher compiles a list of fifty books suited to her pupils. Pupils may each select a book from this list or they may select a book not on the list and subject to the approval of the teacher. These books are then drawn from the library on the individual cards of the pupils and they take the place of the old-time reader. "Reading the book as a whole is insisted upon" and resumés or abstracts are made by the pupil. There is no official connection between the school and the library. The school creates a demand which is supplied by the library. "The superintendent of schools and the librarian alike pro-

nounce the plan a success." In Los Angeles a system of cooperation between the library and the schools went into effect in 1892. In accordance with this plan all school libraries were turned in to the public library. Purchases are made from the school library fund. Occasionally, not often, a portion of the fund is set aside for purchasing reference books for the school rooms. According to law purchases are made for the graded schools only. The books are stamped with the public school library stamp and are accessioned separately but are shelved with the other books. Teachers make their own selections and may draw twenty books at a time keeping them a month. Their selections may include either library or school copies. The plan is simply a merger of common interests.

School libraries and their value. J. C. Dana. Pub. Lib. 11: 435. O. '06.

School libraries may be increased in value by creating in each teacher a special interest in the books sent to her school or room, by having her help select books for it, by getting her to try a wider range of books, and by encouraging her "to become familiar with books in general through the varied and varying collection she carries to her own schoolroom."

School-library meeting in Ann Arbor, Mich. Lib. J. 30: 286-7. My. '05.

"Some instruction is being given in the use of the library, including its classification and arrangement, the finding of books by means of catalogs, bibliographies and indexes, the use of the book, the value of the matter gleaned from the chapter and page headings, the use of the more important reference books, such as cyclopaedias, dictionaries, gazetteers, atlases, etc. This is carried on to some extent in the high schools, but more largely in the normal schools. . . . The best method for cooperation . . . and one which is in successful operation in various places, is the combination of the public library and the school library in the high school or larger grammar school building. A room convenient of access both from the interior and exterior of the building, well lighted and appointed, with a permanent reference collection for the use of the school and a deposit of books from the public library for the school and public use, the hours so arranged that the public use does not interfere with that of the school—such a library is effective both to the school and the neighborhood at the least possible expense."

School library question in New York city. M. C. Ford. Lib. J. 30: 211-4. Ap. '05.

"Instead of teaching the children to use the public libraries, which are everywhere at hand, the educational authorities have set up a miniature plant of their own which has ten thousand different branches with an average annual maintenance fund of about four dollars and a half each. The greatest objection to the present class library scheme is not that the libraries are so small, but that they do not connect through with the larger libraries beyond. . . . The school is organically related to the home, the library, and the shop and the future of education lies in cooperation between these several institutions."

School work of a librarian. F. A. Hutchins. Pub. Lib. 10: 167-8. Ap. '05.

"To secure [a] love for books the librarian will send to the school . . . carefully selected volumes, which are wholesome, interesting, so related to the school work as to lead on the pupil whose imagination has been excited by some topics discussed in class, and so varied as to appeal to those with special aptitudes. . . . [The librarian] gives personal assistance to pupils who come to the library for aid in debates, in class work or in writing essays. . . . [He] gives talks, once or twice each term, to pupils, commencing with the fifth or sixth grade, on the care and use of books, card catalogs, encyclo-

Libraries and schools—Continued.

paedias, tables of contents, indexes, periodical indexes, atlases, gazetteers and the use of the library."

School work of the District of Columbia public library. G: F. Bowerman. Lib. J. 31: 165-6. Ap. '06.

In addition to other work for the schools, a study room for teachers has been fitted up on the second floor of the library. This contains books on educational topics. The room can also be used as a meeting place for teachers' clubs. A monthly educational bulletin is printed by the library and sent out to teachers.

Selective education. A. E. Bostwick. Educ. R. 34: 365-73. N. '07.

A discussion of the value of books as an aid to education. The aims of the New York library with reference to the schools are briefly stated.

Suggestions on forming a professional library for teachers. C. A. Scott. Lib. J. 31: 168-9. Ap. '06.

A professional library for teachers would greatly advance the cause of education. Such a library should include a good collection of reference books on pedagogy, and should also include books on child study, psychology and sociology. A collection of text-books would be invaluable to teachers for the purposes of comparison. An exhibit of work done by schools might well have a place there. It would prove useful not only to teachers but to parents in showing the character of work done.

Systematic instruction in the use of the library at Grand Rapids, Mich. M. G. Quigley. Lib. J. 31: 166-7. Ap. '06.

Why does the school need the library? J. F. Riggs. Pub. Lib. 10: 507-9. D. '05.

"By making the library the center of the schools and recognized as an organic part of the school system, children would be drawn to the library more and more, and its value to them greatly increased."

Work with children and schools in the Portland, Oregon, public library. H. E. Hassler. Lib. J. 30: 216-7. Ap. '05.

"There are 62 schools in Multnomah county outside the city limits of Portland. Most of these are off the car line or a long distance from town, so that the children are debarred from library privileges and in many instances shut out entirely from opportunities for good reading. . . . Boxes of . . . 20, 30 or 60 books, according to the size of the school, these boxes to be kept three or four months then exchanged with a neighboring school and finally returned to the library in June [were sent out]. . . . For the schools located near the city, the directors drive to the library to get the books."

Work with the schools. Pub. Lib. 11: 84-5. F. '06.

Bibliographic training and elementary instruction in the use of ordinary reference books—encyclopedias, dictionaries, indexes and atlases, should be done by the school. . . . We would be surprised to find what a small per cent of grammar and even high school pupils know how to use indexes, or have any idea in regard to the date of the publication, the publisher, author, or editor." A general course in bibliography, reference work, and children's literature in normal schools would be of great advantage in bringing libraries and schools into harmony.

Libraries and social settlements.

Libraries in relation to settlement work. C. Stewart. Lib. J. 31: C82-5. Ag. '06.

"As long as the library is the permanent factor in a settlement district (where the demands for information are apparently never satisfied) it is the library that must serve as

the educational directory for the community. It must know what the evening school, clubs, settlements, societies, are prepared to offer or can be induced to offer."

—Discussion. Lib. J. 31: C231-2. Ag. '06.

"The librarians in charge of these branches endeavor to identify themselves with the work of the settlement as far as possible, in some cases becoming residents. In no other department of the library do the workers gain so intimate a knowledge of their readers, nor is it anywhere else so greatly needed."

Libraries as social centers.

Books and life. E: A. Birge. Lib. J. 31: 203-11. My. '06.

Work with children is more and more becoming a large factor with libraries, and this work should be such that in after life these children will continue to be reading men and women. The influence of the library over women is large and is productive of great good in transmitting and extending the life of culture. Libraries have not heretofore reached men to any extent. That is a problem to be solved. Pratt Institute, Brooklyn, maintains a technical library for men, "housed in its own rooms and administered by a special librarian," who is competent to act as a guide in the use of books. Ordinarily the income of a library will not warrant the establishment of such a feature. Many libraries provide rooms where men can come in their working clothes—where they may or may not smoke—and where they can find newspapers, trade journals, magazines, and such literature as will appeal to the class of men who do not ordinarily use a library. It is the function of the library to educate the community to use books, and to do this it must assume new duties, until its influence touches the life of the community at every point."

Experiment. E. F. McCullough. Ind. State. Lib. Bull., No. 11: 2. Mr. '06.

When the library at Elwood, Indiana was opened it contained a men's smoking room in the sunniest corner of the basement. It was well furnished but the men did not come. Games were added and piles of old magazines, but still they did not come. Then a series of Sunday afternoon talks were held in the adjoining auditorium. By these the room was advertised and has since been considered a paying investment.

Innovation in library meetings. L. E. Stearns. Lib. J. 31: 55-7. F. '06.

The average librarian does not realize that the reading room is a public convenience and reformatory all in one, "competing with the saloon, the dive, the dance hall, the gaming table," to enter into this competition "there must be an atmosphere of welcome and a homelike feeling that breathes freedom and fellowship." Rigidity of rules, stiffness and conventionality will keep away those who most need to come. The proprietor of a popular amusement resort would not ring a bell at nine o'clock for his visitors to go. "His whole attitude and action will speak a welcome when you come, a pleasure while you stay and a God-speed when you go." "Public libraries should be regarded as centers of influence rather than as institutional or functional."

Libraries and recreation. E: McKnight. Lib. Assn. Rec. 7: 72-6. F. '05.

"The provision of the best books, and the best means of enabling the public to be furnished with those books, were considered not very long ago the be-all and end-all of the librarian's art." Now however there are evidences of a desire for extension in what are scarcely legitimate directions." Recently a deputation headed by Sir Oliver Lodge called upon the library committee at Birmingham and asked for "more general facilities in the city for the people to spend their leisure time indoors, where games, conversation and smoking might be permitted

Libraries as social centers—Continued.

without charge." The expense is an objection to this but another reason for not permitting it is that the work of public libraries is not social reform. The experiment of opening a newspaper room where smoking was permitted has been tried at Chorley, but only a small percentage of those who used it smoked. Readers used the room because it was more quiet than the general reading room and because they could sit down and read the newspapers. As it did not serve the purpose it was opened for, it was dispensed with after five years of trial.

Library as a social center. G. Countryman. Minn. Pub. Lib. Com. Notes. No. 5: 3-5. D. '05; Same. Pub. Lib. 11: 5-7. Ja. '06.

"If there is need of a home for social intercourse and amusement, the library may legitimately attempt to furnish such a home within its walls. If there are social or study clubs, organized labor guilds, or missionary societies, or any other organizations, encourage them to meet at the library, find out what they need, let them find out that the library is their co-operative partner. . . . The whole building at all times should be managed in the broadest spirit of hospitality; the atmosphere should be as gracious, kindly and sympathetic as one's own home. Then do away with all unnecessary restrictions take down all the bars, and try to put face to face our friends the books and our friends the people."

Library as the educational center of a town. A. E. Bostwick. Pub. Lib. 12: 171-4. My. '07.

"The library uses books as a means of development, not without the aid of personal influence, but without taskmasters; not without discipline, but without compulsion." In many communities the library is looked to as "a center in matters having no direct connection with books. It is a museum on a small scale; a lecture bureau; the maker, sometimes the publisher, of lists and bibliographies. . . . The up-to-date library strikes out toward every member of the community and it strives to draw each one to itself. . . . Let us at the very center of the town's mental and moral life erect an institution, which, having as its basal object the collection, preservation and popularization of the records of what has been worth while in the past, may serve also as a support to what is good in the present and a ladder on which the community may mount to still better things in the future."

Library club room for men. M. Catlin. Wis. Lib. bull. 2: 29-30. Mr. '06.

The club room is open to men and boys from 6 to 6 p. m. and to men (but not to boys under 16) from 6 to 10 p. m. The room contains a billiard table and games such as checkers, chess, dominoes, etc. It is also supplied with papers and magazines, the latter being principally technical. The club room supports itself, twenty cents an hour being charged for the use of the billiard table. The room is principally patronized by boys from fourteen to twenty. Few men come, perhaps for one reason because smoking is not allowed. The attendance averages thirty-five during the evening. "I can safely say that our club room has been a success and is a most valuable adjunct to the library."

Library smoking room. E. McCullough. Pub. Lib. 11: 259. My. '06.

Place of the library in the social life of a small town. L. L. Pleasants. Pub. Lib. 13: 7-8. Ja. '08.

"If the library is not the center of the social life of the small town, something must be wrong with either the library or the town, and the librarian should set herself to work to find out what is the matter. . . . If I were to build

a library I would build one with a great many small rooms that were always bright and cozy. I should have one for the boys' club and one for the women's club, one for the story-hour and one for games on winter evenings, one for committees and one for conversation."

Social aspect of the public library movement. F. Haworth. Lib. World. 7: 169-74. Ja. '05.

A query as to what part the library plays in the social life of the community.

Libraries for librarians. See Librarians' libraries.

Libraries, Private. See Private libraries.

Library accounts. See Accounts.

Library administration. See Administration.

Library advertising.

Advertising the children's room. L. M. Sikes. Lib. Occurrent, No. 10: 1-2. D. '07.

"The children are the best advertisers of the children's room. . . . Of inside aids to advertising. . . . the story-hour is the strongest. . . . All picture bulletins and exhibitions advertise the library. . . . Outside the library itself, the best and most effective advertising is done through the medium of the public schools."

Bulletin work of the Plainfield (N. J.) public library. E. L. Adams. Lib. J. 31: 23-4. Ja. '06.

The Plainfield library gives to each of two local papers about three-quarters of a column each week. The space is filled by articles on the work of the library and by lists of various sorts. The lists are often annotated. This work requires a good deal of time and thought but it pays even tho the results are intangible. "It keeps the library before the people; it has improved the quality and increased the quantity of books read; it has increased the number and value of gifts; it helps to convince people that the public library is the place to go for material for an editorial, a sermon, a paper, or debate; for books which will help one in one's occupation in life, be it trade, profession or business; or philanthropic, religious or municipal work in which one may be engaged."

For dealers in intellectual wares. World's Work. 12: 7484. My. '06.

At the Enoch Pratt free library in Baltimore "Every month a collection of books of some particular kind is put in the delivery room, where visitors can easily see it. In January, it was a group of books on the fine arts, and the number of these volumes taken increased that month from 478 to 662. In February it was essays and miscellanies, and the increase was from 630 to 829. In March, it was biography, and the increase was from 535 to 731. In April, travel—increased from 206 to 470. Other libraries have proved the same fact—that when any kind of books is made easily accessible, the demand is greatly increased."

How shall the library help the working man? A. L. Bailey. Lib. J. 32: 198-201. My. '07.

Use the local press, especially the labor papers if there are any published in your town. If there are no labor papers work thru the trade unions. Thru their secretaries you can place in the hands of "the members such literature as you think will interest them in the library." Try placing small printed cards in the pay envelopes of the men. Most managers will allow this. Repetition counts in this as in other kinds of advertising. If possible tell the workmen "by word of mouth what the library is." Special lists are very efficacious. They should, as a rule, be short, and occasion-

Library advertising—Continued.

ally of a general character, "containing all sorts of books, including fiction, but generally they should be on some special subject. . . . Often a man does not realize that there are books dealing with the trade whereby he gets his daily bread and butter."

Library advertising. G. F. Bowerman. Pub. Lib. 10: 335-9. Jl. '05.

If the building has a library hall allow all proper organizations to use it freely, encourage clubs to use the reference rooms, use bulletin boards in adult reading-rooms, "hang in each school-room a large card containing a selection from the list of books in the school system, supplemented with an invitation to use the children's room. The constant use of the newspapers as often as their columns are opened, and as often as you have anything worth printing, will reach more people than any other means. . . . The library need have no objections to the distribution of subject lists issued by publishers."

Library advertising. M. Sterner. Minn. Pub. Lib. Com. Notes. No. 5: 11-2. D. '05.

Methods of securing better reading. B. S. Smith. Pub. Lib. 10: 171-3. Ap. '05.

"Send lists of would-be-known books to the newspapers. . . . Draw attention by exhibits of all books you have on one subject." Use bulletin boards. Issue special cards to teachers.

One way to popularize the library. E. W. Gaillard. Pub. Lib. 11: 12-4. Ja. '06.

In drawing attention to specific books many means have been adopted. Reading lists have been used, selected collections have been placed on open shelves, special labels have indicated values of books, monthly bulletins, annotated and unannotated have been sent out, booknotes have been sent to the daily press, postal card notices sent to borrowers, etc. In one of the branch libraries in New York all the books that are worth while on a given subject, regardless of classification have been shelved together and made prominent. Each collection has been made conspicuous in some pronounced way.

Popular library advertising. L. M. Poirier. Minn. Pub. Lib. Com. Notes. No. 5: 9-11. D. '05.

The local newspaper is the best advertising medium. Cultivate the newspapers. Print lists of new books for the use of clubs and for school work. Have the reference lists timely. Use posters. Keep before the people the fact that the library is free. First and foremost be accommodating and gracious to all who come to the library.

Profession and the press, professional and other. A. J. Philip. Lib. World. 9: 353-6. Ap. '07.

The press is an avenue thru which the library should work and it should be cultivated by librarians. Permanent works on professional topics add to the vitality of the library movement with the publication of each book.

Reaching the people. P. B. Wright. Pub. Lib. 11: 237-40. My. '06.

Among the factors to be made use of in advertising the library are: 1. Bulletins which should contain as a chief feature annotated lists of the more important books added to the library. These bulletins should be circulated free of charge. 2. Notes in the newspapers. 3. Work with school children. 4. Special lists, slips and bookmarks. These must be timely and should be distributed freely.

Right start, or Don't be a quitter. S. H. Ranck, T. 8p. pa. Grand Rapids public lib.

The story of Smith who started right. He

worked with an electrical company and made up his mind to know all about electricity. The library was his best friend in accomplishing his purpose.

Some methods of library advertising. P. B. Wright. Lib. J. 31: C86-8. Ag. '06.

"The essence of library advertising is to convey to the people this message. . . . The library is yours. Get acquainted with it. Get better acquainted with it. Its use and value will increase in direct proportion to your familiarity with what it already offers. Besides using the newspapers, library bulletins are effective, tho expensive. They should be free to all, and should be mailed to all sorts of organizations. Special lists are worth while and should be widely distributed. Place them in the books that are circulated the most frequently. "Successful and lasting results are obtained from the right sort of advertising with children." Make the library strong with reference to books on the manufacturing industries of the place, then let the manufacturers and employees know they will be rendered every assistance possible by the library staff.

—Discussion. Lib. J. 31: C258-9. Ag. '06

Unintentional advertising. Pub. Lib. 11: 106-7. Mr. '06.

A librarian has a right and duty in deciding what books to buy but no librarian should announce through the newspapers what books are barred as objectionable.

Library anecdotes.

Some library stories. Outlook. 85: 370-2. F. 16, '07.

Library architecture. See Buildings.

Library assembly halls. See Assembly halls.

Library assistant's association.

Arguments for and against the affiliation of the Library assistant's association with the Library association of the United Kingdom. Lib. Asst. 5: 68-79. Mr. '06.

Statement of its use and objects. G. E. Roebuck. Lib. Asst. 5: 170-3. O. '06.

Library association, England.

How the branch associations may help the library association. E. McKnight and E. A. Savage. Lib. Assn. Rec. 9: 109-19. Mr. '07.

"The only reasonable conclusion that we can come to is that the branches will be in the best position to help the London branch when they receive a little more help themselves. Till now the London branch seems to have given sparingly to the provincial branches, and to have taken everything save counsel."

Library association and its branches. A. W. Pollard. Library. n.s. 8: 316-29. Jl. '07.

Library of the Library association. E. W. Hulme. Lib. Assn. Rec. 9: 296-301. Je. '07.

Library association record.

Arguments for and against the affiliation of the Library assistant's association with the Library association of the United Kingdom. Lib. Asst. 5: 68-79. Mr. '06.

How to improve the library association record. G. T. Shaw. Lib. Assn. Rec. 9: 120-7. Mr. '07.

"The Library association record does not rouse the interest of the members sufficiently

Library association record—Continued.

to read it, not to mention contributing to it. . . . The first great want is a section for an authoritative exposition on all matters affecting libraries, and I include under this heading, matters literary and bibliographical as well as administrative. The Record should not only express the general opinion of the members on any subject, but should and could be the means of possibly creating opinion, certainly confirming opinions. All criticisms of libraries should be commented on and if erroneous corrected."

—Discussion. Lib. Assn. Rec. 9: 143-52. Mr. '07.

Library associations and clubs.

See also American library association; Library assistants' association; Library association.

Handbook of the library clubs of Mass. pa. '04. Mass. lib. club, Brookline, Mass. Lib. J. 30: C17-21. S. '05.

Innovation in library meetings. L. E. Stearns. Lib. J. 31: 55-7. F. '06.

In Wisconsin at a district library meeting only two papers were given by librarians and the rest of the time for a three session program was used by citizens who in various places had made thoro investigations of the local libraries, their needs, shortcomings and remedies. The session was most interesting.

Library associations in Denmark and France. Lib. J. 31: 274-5. Je. '06.

The chief purpose of the Danish association which was organized in Nov., 1905, is to obtain better prices for books. The result is libraries are given a discount of not more than 25 per cent on purchases. In return the librarians' association agrees not to accept orders for second-hand books.

Proposed association of French librarians. Lib. J. 31: 173-4. Ap. '06.

Summary of the library associations and clubs of the world. J. C. Dana. Lib. J. 30: C21-6. S. '05.

What state and local library associations can do for library interests. C. Dana. Lib. J. 30: C17-21. S. '05.

What the state library association should do for the small library. Lib. J. 31: C251-2. Ag. '06.

The meetings should prove of especial help to assistants. They meet the public much more often than the librarians do.

Library boards. See Trustees.**Library commissions.**

See also Organization of libraries.

Better support for libraries. C. F. Baldwin. Wis. Lib. Bull. 3: 30-2. Mr. '07.

The aim of the commission is "to inspire communities with a desire for library service. . . . to foster zeal in library work . . . to promote the efficiency of libraries already established." The commission sees the need of the state as a whole and brings to each community practical suggestions adapted to its needs. The lack of funds is often due to want of appreciation of their need. The commission thru the press, the platform, club meetings, and social gatherings should urge the need of better support for libraries. "The public are the taxpayers, and if they are convinced that the library is a necessity, they will be willing to pay for it." The commission too can call attention to the large opportunities afforded by libraries for the use of private benevolence. It can also help the librarian to win the support of the community by setting a high standard for the library. "It is the duty of the com-

mission to establish close relations with every librarian and friend of libraries, to cultivate in all library workers an esprit de corps, loyalty to their profession, and devotion to the common cause of increasing the sum of general intelligence."

Future of library commissions. Lib. J. 31: C204. Ag. '06.

Instructional work of library commissions. A. S. Tyler. Pub. Lib. 10: 60-1. F. '06.

"To have a regular instructor employed by the commission, who shall go to the libraries of the state and give personal instruction to the librarian and assistants, and supervise the proper organization of the library, would seem to be the ideal arrangement." This however would be a slow process and at present does not seem to be feasible. The best way seems to be a summer school course of from four to eight weeks, the school associated with some educational institution whenever possible. If adjacent states would combine through their commissions it would build up stronger schools. Informal instruction might well be given at state library associations by means of a round table.

League of library commissions. A. S. Tyler. Lib. J. 30: 274-7. My. '05.

"Subjects of common need for which coöperative effects might provide [are]: carefully prepared lists of books for first purchase for small libraries; lists of new books which, upon examination, had been found desirable; handbook of suggestions and direction as to the organization and management of small libraries; printed statement regarding the aims and methods of state library commissions, with comparison of their laws; definite help and suggestions on the subject of library buildings . . . united effort to bring to the attention of book publishers the urgent need of good, durable binding, adequate indexing, etc."

League of library commissions year-book, 1906. Comp. by C. F. Baldwin. S. 59p. n.p. '06. League of library commissions.

Gives a historical summary of the work of the commissions, the constitution of the league, and a list of the various activities undertaken and publications sent out.

Minnesota public library commission; fourth biennial report, 1905-1906. O. 88p. pa. Minnesota public library commission, St. Paul.

"The purpose of the commission is to encourage and direct the work of library extension in the state, by establishing libraries in all communities able to support them, by improving libraries already established, and by maintaining a system of free travelling libraries from which any town, village or community may borrow books." The commission assist public libraries by awakening "public interest through correspondence, printed matter, personal visits, or public meetings for discussion of the library proposition." It gives advice "regarding laws and methods of organization, selection of books, furniture and supplies" to towns which are trying to start libraries. Visits are made to libraries already established and council in regard to methods of work is given. When new libraries are organized practical assistance is given in classifying, cataloging, and in installing proper business methods. The commission conducts a summer school, sends out traveling libraries, and serves as a clearing house for periodicals.

Model library commission law. J. Brigham. Lib. J. 30: C46-50. S. '05.

The Oregon library commission law is taken as a basis, and changes in it are suggested. The text of the Oregon law is given.

Library commissions—Continued.

Proportional expenditures of library commissions. M. Dewey. Pub. Lib. 10: 137-8. Mr. '05.

Report of league. Lib. J. 30: C192-4. S. '05.

Reports from state library commissions. Pub. Lib. 10: 62-7. F. '05.

State administration in Washington. J. Holgate. Wash. Lib. Assn. Bull. 1: 4-5. Jl. '05.

A library commission was provided for in 1901, the commission "to consist of the state superintendent of public instruction, the presidents of the state university and the college of agriculture together with one member recommended by the state federation of women's clubs and two members appointed by the governor, one of whom was to be a woman. . . . At the session of 1908, the law relating to the library commission was repealed and a new one passed, providing that the commission should consist of the governor, the attorney general and the judges of the supreme court. 'In addition thereto an advisory board is likewise created which shall consist of the superintendent of public instruction, of two persons appointed by the governor upon his own initiative, and two other persons to be appointed by the governor, one of whom shall be a person recommended by the state federation of women's clubs.'"

State aid to libraries. G. A. Countryman. Pub. Lib. 10: 55-60. F. '05.

Massachusetts established the first commission of 1890. In 1894 nearly half the states had commissions. The work of commissions has varied in different states. In general it includes giving information and advice on library economy, advice on book selection, advice on plans and furnishings for library buildings, conducting of training schools, sending out traveling libraries, organizing and classifying libraries, maintaining clearing houses for books and magazines, maintaining state document departments, publishing book lists and other helps.

Synopsis of laws authorizing library commissions. Pub. Lib. 10: 83-7. F. '05.

Unsolved problems of the library commissions. M. E. Ahern. A. L. A. Bull. 1: 231-6. Jl. '07.

Library commissions have still to find their ideal relations with women's clubs and state departments of education. Questions are raised on the problems of starting libraries in communities unable to support them and of securing sufficient appropriations for the necessary work of a commission. The commissions' relations to library boards are improving and it is to be hoped their relations with librarians also. Inharmonious feeling usually arises from misunderstanding. The relation to the state libraries is a serious unsolved problem. Miss Ahern regrets the tendency of bulletins of commissions to develop into library journals and advises the commissions to do a greater work in distributing Department of agriculture bulletins to farmers of the state.

What state library commissions are and what they are doing. H. E. Legler. Lib. J. 30: C40-5. S. '05.

"In the [east] direct aid to libraries, with but limited supervision (except in New York) seems to have been adopted as most likely to stimulate the library movement. In the middle west, no direct state aid is given the local libraries, but it is held to be important to concentrate effort upon field and instructional work, including the organization of new libraries and reorganization of older ones on approved lines, instruction by means of institutes and summer schools, and individual instruction to librarians in their

own libraries. Instructional publications, such as book lists, bulletins, and circulars of information are also made an important channel of usefulness. . . . That commission will accomplish most within the sphere of its influence which seeks to exercise the least autocratic authority, but instills into its relation with the libraries of the state the unobtrusively persuasive rather than the domineeringly exacting element; which assumes the attitude, not of a censor whose judgment is dreaded, but of a guide, counsellor and friend, whose advice is sought and followed because given confidence. It will prove a mistake to invest any commission with powers so broad in scope that it becomes virtually a large library with branches scattered over the state. In all matters of moment affecting the administration of the small library, including the selection and purchase of books, the commission should endeavor to exert a directing influence by suggestion and counsel, but not otherwise."

—Discussion by A. L. A. at Portland. Lib. J. 30: C154-8. S. '05.

What the state library commission can do for the small library. Lib. J. 31: C247-51. Ag. '06.

The library commission worker should keep in mind the difference between counsel and interference. She should put herself in the place of the librarian of the small library. Commission bulletins are helpful to small libraries.

Where should state aid and a local responsibility begin in library extension work? A. Wynkoop. A. L. A. Bull. 1: 238-43. Jl. '07.

State aid should be given libraries because "the intellectual and social condition of each locality of the state is a matter of concern, not only to the people of that locality, but to the whole state. . . . The state is the natural and logical agent for co-ordinating and systematizing the work of scattered libraries whereby each may strengthen and enrich the others. Initiative here surely belongs to the state." Again "the state can be made the most efficient factor in arousing the sense of local responsibility and stimulating local initiative." Cooperation is of great benefit to libraries. Why should not the state work toward this end?

Work of the Connecticut commission. C. M. Hewins. Lib. J. 30: C51-5. S. '05.

The commission "revises the book-lists sent by towns, and spends the state grant to the best of its ability, gives advice and assistance to librarians and teachers, tries to establish new libraries and make subscription libraries free, holds neighborhood meetings, publishes documents and book-lists, and circulates travelling libraries. The neighborhood meetings are for eight or ten towns, sometimes for more, and lessons in mending and repairing and simple talks on cataloging, classification, the use of pictures, work with children, etc., are given at them."

Library exhibits. See **Exhibits of libraries.**

Library extension.

See also **Foreign languages**, **Books in**; **Libraries and schools**; **Libraries and social settlements**; **Libraries as social centers**; **Library commissions**; **Traveling libraries**.

Circulation. Lib. J. 31: C259-63. Ag. '06.

Miss Hopkins says "no station should be established without good and sufficient reason," while others advocate the establishing of small stations so that the people may get books near their homes, using the central building mainly for administration work. There would seem to be no excuse for the library maintaining Sunday school libraries, but it is well to send books to the schools, to fire departments and even to make a house to house delivery where people cannot be served directly. Each individ-

Library extension—Continued.

ual librarian must try to meet the needs of her town. Make the library so attractive that all classes will come to it naturally.

County extension. Mrs. G. B. McPherson. Minn. Pub. Lib. Com. Notes. No. 5: 7-9. D. '05.

"In Minnesota the county commissioners in some cases have voted various sums from \$150 up to \$600 to public libraries if they will extend the library privileges to the residents of the county. Books may be renewed by postal, and a book of non-fiction may be renewed more than once."

Field libraries. M. Dewey. Dial. 40: 75-7. F. 1, '06.

Remarkable results have been obtained from traveling libraries but more good would be done if a traveling librarian could go with them, a "trained expert who is at heart the reader's sympathetic friend." This traveling librarian should be able to take his samples with him, and so he must have a book wagon holding perhaps about a thousand volumes. "With this equipment the man or woman with a genius for the work has a rare opportunity for usefulness." The book wagon should have its regular route repeating visits at intervals of a week or two weeks.

House to house delivery of books. G. E. Forrest. Lib. J. 30: 338-40. Je. '05.

"In many cases where house to house delivery has been tried it has been given up. The Mercantile library started their system in 1897 and still keeps it up, having reduced the fee from \$2 to \$1 per year. The delivery messengers are regular employees of the library, the books are carried in straps, street cars are utilized, and three deliveries per week are made. 8417 volumes were delivered in 1904. In Springfield, Mass., high school boys deliver books on Saturdays and are paid directly by the subscribers at the rate of 8 1-3 cents per week for each household. The households so taking books have decreased steadily since 1901 when the system was started. Milton, Mass., in 1902, established a free delivery service once a week which costs the library 6 1-3 cents per vol. In Hazardville a milk carrier picks up and delivers books once a week."

How a small library supplies a large number of people with books. M. L. Titcomb. Lib. J. 31: 51-4. F. '06.

The Washington county free library, Hagers-town, Md., was opened in August, 1901. The county has 26 voting districts and the second year after opening the library a deposit station was established in 23 of these districts. To these deposit stations a case of about 50 volumes was sent to be renewed every 60 or 90 days. All expenses were paid by the library. The stations were public places such as stores or post offices if possible. The second year Sunday school collections were sent out to places maintaining a Sunday school only, or to churches with no settled preaching. The books for these libraries were of real literary merit and of certain ethical influence. In 1905 there were 66 stations and two permanent reading rooms. Of the 66 stations 30 are off the line of railroad, trolley or stage and, to these a library wagon is sent, the janitor making the trips. He knows the people and also the library. The wagon holds about 300 volumes and cost \$175. The horses are hired from a livery stable. Between April 1st and October 1st, 1905, 1008 volumes were sent out by the wagon. They were almost without exception books of permanent value. Books have been sent to the public schools of the county and in some cases collections of mounted pictures which have been very popular.

How to extend the usefulness of public libraries. J. A. C. Deas. O. 23p. *7d. '04. Library bureau, London.

Libraries and the counties. H. Farr. Lib. Assn. Rec. 8: 169-77. My. '06.

In England little has been done towards helping rural districts with library privileges. Any parish may adopt the public libraries act but but the amount produced by the rate of a single parish is not enough to maintain a library, or even a reading room. Provision for libraries in rural districts should be made by county councils, and the libraries act should be amended to enable county councils to adopt them for county areas.

—Discussion. Lib. Assn. Rec. 8: 207-16. My. '06.

Library as a social center. G. Countryman. Minn. Pub. Lib. Com. Notes. No. 5: 3-5. D. '05; Same. Pub. Lib. 11: 5-7. Ja. '06.

The library is no longer simply a depository of books. It endeavors to minister to all the needs of its community as far as consistent with the spirit of a library. Children's rooms are established, clubs and societies find homes there, books and people come face to face.

Library extension. E. A. Birge. Pub. Lib. 10: 163-7, 215-7, 259-61. Ap.-Je. '05.

"First of distributing agencies I must place branches, sub-stations, delivery stations, school libraries and similar agencies for collecting, distributing and placing library books. . . . In several cities, especially Pittsburg and Cincinnati, home libraries have been sent to families in the poorer parts of the city where books are least used. These libraries consists of some 20 books carefully chosen, are placed in homes where children are to be found, and are to be used by a circle of 10 to 15 children. . . . The practical difficulties developed in trying [home delivery] seem to have been found in general too great to be overcome. . . . To increase the circulation of books is well, but it is a far better thing to bring people to the library; for after all, the influence of a library is something other and higher than the influence of a book, and the literary habit, if intelligently directed, is of even more value to its possessor than the habit of reading. . . . The people who visit the library must feel as they enter its door the friendly welcome of the books and must feel that the administration of the institution, as represented in the library staff, exists for the purpose of introducing these book friends to all the world. Library rules there must be, necessarily, but they must be as few and as unobtrusive as possible. . . . We cannot remind ourselves too frequently that the fundamental purpose of good books and so of the library which possesses them, is to give pleasure, and that the library ought to be more closely and peculiarly associated with pleasure than any other institution supported by the public."

Library extension and traveling libraries. bibliog. Chaut. 43: 277-82. My. '06.

Phases of library extension. H. E. Legler. A. L. A. Bull. 1: 96-101. Jl.; Same. Lib. J. 32: 303-7. Jl. '07.

"The immediate concern of those engaged in library extension must be with the forces reaching the adult population, and especially the young men and women engaged in industrial pursuits." The enrollment in correspondence schools of a million grown-up men and women shows how eager they are to continue their education. It is the duty of the library to help them in every possible way.

Progress in library extension in a small library. Mrs. W. G. Clough. Pub. Lib. 10: 168-9. Ap. '05.

Public library and allied agencies. C. W. Smith. Wash. Lib. Assn. Bull. 2: 1-2. Ja. '06.

"A modern library is not merely a conserva-

Library extension—Continued.

tive agency for the preservation of books, but a positive educational force in the community. . . . Library alliances may be roughly classed as those within its doors and those without. Among the former, let us note that it may be a center of art influence, by setting apart a room for pictures and all works of art. . . . The library must minister to this need of civilization, the supplying of a taste for the beautiful. Again, it must be a museum of curiosities and rare articles liable to otherwise become lost. Such movements always begin slowly, and in a small way; hence, this is the time to commence such a collection while the library itself is in the formative state. There should also be a music room and a collection of music, both sheet music and books on the art, which will circulate as do books. Lecture courses are perfectly legitimate. . . . The university extension system, which is doing such wonderful work in some places, naturally allies itself to the library idea." The most important of the alliances outside the walls of the building are its branch libraries. "Librarians must go where the people are. The delivery station precedes the branch itself. In Somerville, Mass., there is a house to house delivery; and the regular delivery, somewhat as the free delivery system of mails, is not an impossibility. Boston has twenty-two branches and fifty delivery stations. . . . The assistance given to schools is connected with a sample library sent out from the central station, and this contains books especially selected to supplement the work of the teacher. Both teacher and pupils get, too, training in the methods of library administration which makes them better patrons of the general library. The story hour, where the child is made to love literature, is fast becoming a recognized necessity. The high school and the college libraries are already become centers of study and research, conducted along scientific library channels. They are usually independent of the public library, but naturally supplement it because parallel to it in all essential details. While the public library is strictly non-sectarian and not open to any suspicion of bias it can for that very reason help directly the parochial and the Sunday schools of the various churches. . . . Charitable and penal institutions especially need our help. . . . The fire and police stations are good places for books, because of the very many idle hours the men must of necessity spend there."

Public library and allied agencies; symposium. Lib. J. 30: 459-72. Ag. '05.

"By far the largest amount of work that we do in coöperation with institutions of various kinds is accomplished through our travelling library office, which now sends books to no less than 323 separate points for distribution. These included, at the date of the last annual report, six city history clubs, 48 recreation centers and playgrounds, 36 fire department houses, 6 mission study classes, 16 industrial schools, 10 Sunday-schools, besides all sorts of clubs, athletic, social and political; asylums, hospitals, prisons, workhouses, churches, institutes, homes, small libraries, university extension centers, and even large corporations such as insurance companies and department stores, who have enlisted our aid in furnishing reading matter for their employees. . . . The only practical suggestion to be offered out of our experience is that it should be the aim of every librarian, branch librarian and assistant also to become personally acquainted with the work and workers of these agencies in one's city. One can get more valuable hints as to possibilities of coöperation during one unhurried, friendly visit of inspection—not to cry out our wares but to learn of others about their work—than in any other way, and the greater number of friends we make individually with the influential people in the various departments of the city's work, the more avenues of usefulness shall we find opening before us. . . . The library has prepared for clubs something over 800 bibliographies, varying from a half dozen references to a dozen or twenty

pages of foolscap. . . . In the industrial department a collection of trade catalogs has been brought together, and, in other ways, the manufacturing and commercial interests of the community are studied. By request the librarian has, from time to time, set forth the resources and possibilities of the library in the columns of the organ of the local board of trade, as he has also in the annual program of the labor organizations. The library is well known in the editorial rooms of all the local newspapers as an agency to which to turn at short notice in case of need. Much the same may be said of the members of the city government and their similar needs. In 1900, we began sending books to various institutions around the city. This work has grown, until there have been registered from the beginning, nearly 200 institutions, of which number about two-thirds are drawing books at the present moment. These institutions are classified as follows: public schools, private schools, parochial schools, play grounds, Sunday schools, fire engine companies, police stations, women's clubs, nurses' training schools, orphanages, U. S. artillery posts, church clubs, newspapers, Girls' friendly society, colleges, and universities.

Public library and the children. W. T. Field. Dial. 42: 67-9. F. 1, '07.

The traveling libraries, the home library, and libraries sent to schools are all aids in bringing the books to the children and in developing in them a discriminating love of books which is a straight road to culture.

Public library as an aid in Sunday school work. Lib. J. 31: 717-8. O. '06.

In Grand Rapids, Mich., the library sends word to the ministers that it is ready to prepare lists of books helpful in studying the Sunday school lessons, and invites co-operation by the teachers.

Public library book extension service. S. J. Redgrave. Lib. Asst. 5: 290-2. Je. '07.

An effective way of bringing the library to the attention of the people is to send out, not book lists, but the books themselves. This may be done in connection with lectures. When the lecture is illustrated the lecturer will probably have no objection to having the titles of books available on the subject thrown on the screen. Of course a special slide would have to be provided for this. At the close of the meeting any person who lives in the locality can borrow one of the books by signing his name and address on a slip of paper. The book so loaned may be kept fourteen days. "The majority of those who avail themselves of the privilege become regular borrowers from the library."

Relation of public libraries to the present system of education. R. Roberts. Lib. Assn. Rec. 9: 1-14. Ja. '07.

The ultimate purpose of the library, the museum, and the art gallery is "to produce a better, a more richly and variously cultivated human being." To this end they should "become the center of instruction and enlightenment, not mere collections of books and pictures. . . . Lecture rooms for popular exposition, students' rooms for quiet study and literary research work should be regarded as indispensable parts of the public library equipment." The library may be used effectively for teaching purposes by giving illustrated lectures at stated intervals to the grade pupils. Books should be loaned to schools. Lectures should be given by competent lecturers. Art treasures might well be exchanged. It is time that rural districts had libraries. Village schools should be affiliated as branch libraries.

Small library as a library center. E. F. Wakeman. Pub. Lib. 11: 9. Ja. '06.

Fairfield township in Massachusetts extends back six or eight miles from its center, too far for people to use the library resources unless the books are sent to them. Traveling libraries were sent out to private homes and to schools.

Library extension—Continued.

Teachers report that children are delighted with the arrangement and as the teachers act as librarians they are able to help the children in their reading. In 1904-5 3546 volumes were circulated, 36 per cent being non-fiction. The library also loans supplementary reading to the schools.

University extension and public libraries.

S. V. Seybold. Pub. Lib. 10: 512-4. D. '05.

"The public library board of [Philadelphia] conducts in the library halls a number of courses of lectures, each season. . . . One of the greatest aids to the library in increasing the circulation of classed books is the university extension. It creates a demand for the best class of reading. A lecture on Emerson awakens a desire to read his works and his life; a course on modern social questions creates an interest in vital problems of the day and stimulates the reading in this direction. . . . The result of cooperation with university extension is to elevate permanently the standard of reading in the community, to awaken higher ideas and to make the library a most efficient agent for promoting the cause of education."

Value of public libraries from educational and civic standpoints. W. P. Heyl. Munic. J. and Engineer. 20: 297-301. Ap. 4, '06.

"John Cotton Dana says, 'A proper and worthy aim of the public library is the supplying of books on every art, profession or handicraft that workers in every department of life, who care to study may perfect themselves in their work.' The public library, then, is a means of elevating and refining the taste for giving greater efficiency to every worker. Newark provides headquarters for four of the school supervisors. During the year 1904 sixty organizations held meetings in the library. These meetings were attended by over 14,000 persons. Special collections of books were sent out to 41 schools. There were 281 of these collections, totaling 11,367 books, which were circulated 67,000 times. Collections of libraries were also sent out to the halls of the firemen, to the police stations, hospitals, women's clubs' Board of trade and other organizations. . . . The public is learning that it can find in public libraries specialized information applicable to all sorts and conditions of every day life. . . . Many are the improved conditions both as to manufacturers and artisans, traceable to information received at a public library."

Village library and the farm. W. R. Eastman. N. Y. Lib. 1: 37-40. Ja. '08.

"There is no place where the right kind of book will prove more valuable than in a farmer's home." Traveling libraries do not always reach the farmers. Town libraries can do it by putting a "deposit station for books near every schoolhouse or in it. . . . The supply of books at each station could be kept fresh by frequent and systematic changes by tens and twenties."

Why library extension pays Washington county. J. C. Nethaway. Minn. Pub. Lib. Com. Notes. 2: 82-4. N. '07.

Washington county, Minn., has seven libraries in circulation thru the county, thus supplying nearly eight hundred people with books at a cost of less than fifty cents per capita per year. These books reach homes never reached by library privileges before. The county commissioners appropriate the money necessary and the libraries are placed in the hands of a competent person who keeps the books either at his home or at the school-house. He serves without compensation. The books are changed once in six months.

Library history. See History of libraries.**Library institutes.**

Library institutes in Michigan. Pub. Lib. 11: 146-50. Mr. '06.

Library legislation. See Legislation.**Library magazines. See Bulletins.****Library methods.**

See also Administration; Libraries as social centers; Library advertising; Library extension.

Annotated syllabus for the systematic study of librarianship. J. D. Brown. pa. *1s. Library supply co., London.

Contains an exhaustive list of books and articles on practical librarianship, fully annotated. Also tables of factors and percentages by which any problem which may arise in connection with the planning or stocking of a library can be worked out.

Essentials and non-essentials in library work. J. Lichtenstein. Lib. J. 30: 399-403. Jl. '05.

Simplification in library practice is gaining ground. One large library has combined the order and accession record on the order card which is filed away by accession number after the receipt of the book. Catalogs often contain non-essentials as date of birth and death for authors which are sometimes mistaken for book numbers. Books do not need elaborate stamping and marking. The shelf number may be lettered directly on the book. A guarantor's signature is not an essential. Open shelves save time and are more satisfactory.

Librarianship in the future. W. Powell. Lib. Asst. 5: 135-9. Jl. '06.

A standard system of classification is greatly to be desired. If the question of which is the best type of a catalog for a public library were settled by a properly constituted authority the public would be gainers. Every library should have a local collection. Above all uniformity in practice is a thing to be desired.

Library house-keeping. A. Farr. Minn. Pub. Lib. Com. Notes. 9: 34-5. D. '06.

"To insure order in a library we must see that the books are in their proper places on the shelves and standing on their feet; that they are whole and as clean as possible. We must avoid an accumulation of useless material. . . . We must be careful that all our records are clear and complete."

Library methods for school teachers. G. E. Salisbury. O. 37p. pa. 25c. '03. G. E. Salisbury, Whitewater state normal, Wis.

A handbook for teachers having township or high school libraries to care for.

Library methods in the business world. J. H. Canfield. Pub. Lib. 11: 244-6. My. '06.

Library training equips women especially those who have administrative ability to fill positions with business firms in caring for papers, records, etc. Within six years 15 have left the staff of Columbia college library to do such work and the results have been eminently satisfactory.

Library militant. H. L. Koopman. Pub. Lib. 10: 331-5. Jl. '05.

"The militant conception of the library means, therefore, that when a book has been placed on the library shelves it is not forgotten, but, so long as it has life in it, will be subject to service and will be called upon. . . . A book is alive just so long as we can utilize it. . . . After we have acquired our books, we must make them doubly ours by intellectual ownership; and this means librarians that know more, and more of them, with more leisure in which to extend their

Library methods—Continued.

knowledge. . . . [We must] be able at once to focus the resources of the library on any subject. . . . [Then we must] so advertise the library that every person in the community shall know of its existence, shall realize that it has something for him, and shall make a trial of what it offers."

Library politics. J: Ballinger. Lib. Assn. Rec. 7: 482-93. O. '05.

Internal reforms are needed as to loaning books. It is not essential that only one book at a time should be loaned to one person or that he bring back the books at the end of two weeks. Maintenance charges absorb too large a proportion of the penny rate. The rate should be increased.

Library's place in the municipality. Pub. Lib. 10: 300-2. Je. '05.

Manual of library economy; new and rev. ed. J. D. Brown. O. 415p. il. *8s. 6d. '07. Library supply co., 181 Queen Victoria st., London, E. C.

Notes on the bibliography of library economy. A. G. S. Josephson. Pub. Lib. 10: 122-3. Mr. '05.

On libraries, for librarians; an article reprinted from the New international encyclopedia. M. Dewey. 14p. Melville Dewey, Albany, N. Y.

A brief history of libraries with notes on buildings and the various departments of work.

Public library as a business proposition. H. E. Law. Lib. J. 30: 405-8. Jl. '05.

Librarians should advertise, they should attract people into the library, they should take the books where the people are in crowds, they should serve the customers with whom they come in touch."

Public library as a public service. Pub. Lib. 10: 480-1. N. '05.

"Details of service will be tried by the test of public advantage. The selection of books and their arrangement to catch the public eye will be determined by this consideration. In this spirit our very catalog becomes human and responsive, not to be judged by rules but by fitness. . . . Hours of openings and furnishings will be designed to make the public happy and comfortable in their own place. The attendants will be gracious and personally pleasing."

Public library of the District of Columbia as an organ of social advance. G: F. Bowerman. Char. 16: 105-10. Ap. 14, '06.

"To facilitate the use of books, to relieve the necessity of using the card catalogue on the part of the uninitiated or timid, an information desk has been established near the main entrance." The intelligent woman who is in charge "acts as hostess and guide to all and especially to first visitors to the library." Fiction forms a large part of the circulation. To stimulate the use of other books the library compiles for free distribution "selected and annotated lists on such subjects as birds, gardening, interesting biographies, summer travel and has in preparation lists on printing (one of Washington's most important industries), health and hygiene and the betterment of municipal conditions." The work for children is considered very important. "The story hour and colored picture books for the youngest children, and the reading circle for those older, bulletin boards with pictures and lists of books about the pictures are all used as adjuncts of this work." The lecture hall is used not only by the library but by the board of education, "and by numerous organizations which conduct lectures of popular interest and educational tendency." A study

room has been fitted up for teachers. A monthly educational bulletin is issued and sent to the schools, public and private, and books are sent to high schools. Five social settlements distribute books.

Ruts and how to avoid them. A. G. Rockwell. Pub. Lib. 10: 339-43. Jl. '05.

"Our library methods need occasional examination to see whether we are taking the shortest practical line to the best possible end. . . . The librarian is helped by association meetings, library periodicals, frequent visits to other libraries, and the habit of giving a cordial welcome and consideration to every fresh idea and suggestion from public or staff. . . . If there is not money for both, buy fewer books about artists and painting, and more pictures, not only for adornment and exhibition, but for home and school use. Illustrated periodicals, especially humorous ones, are worth the sacrifice of some heavy reviews. . . . Whenever the library helps a man to do his day's work easier or better or to add 10 cents to his wages it makes a friend. Books on amateur handicraft are numerous nowadays; basket and bead work, embroidery, model boat building, wood carving—almost anything is worth while which will substitute active doing for the passive reception of ready-made ideas. . . . Another rut which we might well abandon is the opening of our libraries at 9 or 10 a. m. and the closing at 9 p. m. Stores and offices are generally open at eight o'clock, and the earlier hour would often accommodate teachers, pupils and early shoppers; and 9 p. m. is not, at present, the universal retiring hour. Of course the expense of additional help in the staff and cleaning departments would require consideration. . . . The rut of exclusiveness is one to be avoided. Cordial co-operation with every institution which makes for the higher life should be our aim."

Simple library simplification. E. W. Gaillard. Pub. Lib. 11: 551-3. D. '06.

A plea for a simplified alphabet. The forms of the simplified letters are given, and Mr. Gaillard reports that the adoption of these forms has given great satisfaction in his library.

Simple methods. E. E. Ledbetter. N. Y. Lib. 1: 13-5. O. '07.

Small library: a guide to the collection and care of books. J. D. Brown. D. v. 154p. *75c. '07. Dutton.

A book based on a series of articles which appeared in the Library World some years ago. It "deals with the methods and stock of libraries for children, the home, the workshop, the school and the small municipal library; and includes chapters on the elements of classification, cataloging, book selection and public rules and service." Lib. World. 10: 97. S. '07.

Trend of modern library work. Spectator. Outlook. 80: 859-61. Ag. 5, '05.

Volksbibliotheken (bücher-und lesehallen); ihre einrichtung und verwaltung; mit 7 abbildungen. (Sammlung Götschen, 332.) E. Jaeschke. T. 180p. il. '07. Götschen, Leipzig.

Library of congress.

Discussion in congress. Cong. Record. 40: 4233-44. Mr. 22, '06.

Library of congress as a national library. H. Putnam. Lib. J. 30: C27-34. S. '05.

"A collection indefinitely expanding, at once a monument of American literature and an exposition of the serviceable in all literature; resident at our national capital, but made available in non-resident service through the loan of material required for research, and through the exhibit in bibliographies of the material most important for research in particular subjects, and expounded by experts in response to particular

Library of congress—Continued.

graphic a central bureau upon matters bibliographic; a central bureau for cataloging, the product of whose work may be utilized by other libraries.

Our national library. F. Vrooman. Arena. 36: 277-85. S. '06.

Report of the librarian of congress and report of the superintendent of the library building and grounds for the fiscal year ending June 30, 1905. O. 318p. il. '05. Lib. of congress.

—1906. O. 3-175p. front. (por.) plans. '06. U. S. Lib. of congress.

—1907. O. 3-167p. front. 40c. '07. Supt. of doc.

Valuable information with regard to full names and dates of engravers and artists is found in appendix IX, the report of the division of prints. Appendix VIII containing a list of accessions of maps and charts will be helpful to the cataloger of such material.

Library of congress catalog cards.

Cataloging queries on L. C. cards. J. C. M. Hanson. Pub. Lib. 10: 261-2. Je. '05.

How to order printed cards from the library of congress. W. W. Bishop. N. J. Lib. Assn. Rept. 5-6. O. '06; Same. Pub. Lib. 12: 101-2. Mr. '07.

Library of congress classification and its printed catalog cards. F. C. Hicks. Lib. J. 31: 255-6. Je. '06.

The library of the United States naval war college has been made a partial depository for the Library of congress cards thus receiving all cards representing books in the classes most valuable to the Naval war college. Upon these cards subject headings are typewritten and so the work of cataloging is practically eliminated.

New catalog. H. B. Gooch. A. L. A. Bull. 1: 186-8. Jl. '07.

"For each book with few exceptions, the L. C. prints a single form of card, and this must be adapted with as little work as possible to the various uses of cards in the library. . . . Entries under title, subject, editor, illustrator, translator, secondary authors, etc., can all be made by writing the required entry in the upper margin of the L. C. card. Underscore if possible the part to which you wish to call attention in the body of the title, in the contents, or in the note. The including pages may be added after the collation for an analytical reference. In analyticals other than title some libraries also write the title of the part analyzed in the upper margin, if it is not otherwise mentioned on the card. I should do this in exceptional cases and not as a rule. When the title of subject analytical calls for an author other than that of the main entry of the book, write the name just above the main author. . . . If the author of the analytical is distinctly mentioned on the printed card the name can often be underscored and used for alphabetizing without writing it again at the top. It is surprising when we once put behind us the spend-thrift temptation of uniformity how easily the unit form of the L. C. card can be adapted to our needs. Series and reference cards and many analyticals must still be made by the individual library."

Printed cards from the library of congress. J. T. Rankin. A. L. A. Bull. 1: 286-8. Jl. '07.

"The first step to be taken toward getting L. C. cards, is to write to the Library of congress card section, for all printed information concerning distribution of cards. . . . After hav-

ing read the handbook, the next step is to deposit with the Library of congress, a certain amount against which cards purchased are charged. . . . Ordering . . . can be done in two ways—on cards or on sheets. The former I would recommend, using standard size slips. These slips can be made out in two ways—by author and title (see p. 28 of the Handbook) and by number. The latter costs less. . . . When the slips have been made out they should be stamped at the bottom with the name of the library, arranged alphabetically by author, or numerically, as the case may be, (there is an extra charge when this is not done) then sent to the Library of congress, using the frank provided for the purpose. When the cards come, they are accompanied by a bill, which should be carefully checked. . . . Now for a word concerning the actual use of the cards: one should be used for author, one for title when necessary, and one for subject. If the type-writer is used (and I think it is an excellent investment for even very small libraries) the additional information to be filled in on the card is not so noticeable and makes a very neat looking card. . . . The form of name adopted by the Library of congress should be used whenever it is possible."

Printed catalog cards of the Library of congress; further comparisons of use. Lib. J. 31: 260-70. Je. '06.

The use of the Library of congress cards has grown steadily in favor with libraries and there are at present 740 subscribers to the cards. The actual economy resulting from the use of the cards varies, but on the whole permits a reduction in cataloging expenses.

Use of printed cards in the Northwestern university library. L. Ambrose. Lib. J. 31: 257-9. Je. '06.

Miss Ambrose gives a very interesting and valuable paper on the use made of the Library of congress cards in recataloging the library and in the cataloging of current accessions. Details as to the method of ordering are clearly given. It is computed that one-third of the time of the cataloger is saved by the use of the cards while the total expenditure for printed cards for two years was \$387.73. It should be stated that part of this sum was spent for cards supplied by the John Crerar library, such cards not being available from the Library of congress.

Library organization. See Organization of libraries.

Library post.

Bill to establish a library post. Pub. Lib. 10: 75. F. '05.

Free mail transmission of library books. A. E. Bostwick. Lib. J. 31: 124. Mr. '06.

Books for the blind are on the free mailing list and from 30 to 50 per cent of those sent out by the New York public library go by mail or express. It seems fair to conclude that if books circulated by the libraries could be put in the second class list a large number of people would take advantage of the privilege.

Library reports.

What should an annual report of a public library contain? W. J. Willcock. Lib. Assn. Rec. 8: 363-71. Ag. '06.

The primary object of a report is to give information to the town council or chief of authorities concerning the work of the library. This information can be given in a written form and it is well to consider whether it is worth while to print a report where the funds available to the library are not large. The public can always be reached through the press and it is a question whether they would read a report

Library reports—Continued.

if they had it. Again it is doubtful whether reports are of practical value to other libraries because of the absence of uniformity in classification and comparative issues. A report should contain a list of members of committees and officers. The chairman's introduction should note "any special events of the year, or make general observations on the library and its work. The librarian's narrative report should . . . be composed in such a manner as to render unnecessary most, or all, of the elaborate tables usually given later on in the body of the report." He should state the number of volumes the library contains and the number in each division of the classification; the total number of volumes issued and the issues in specific classes, with the daily average; it should state how many borrowers "are bourgeois, non-bourgeois and juveniles;" the total number of visitors to the reading room should be given. The remaining pages "may be devoted to a list of donors and donations, and a financial statement or balance-sheet."

—Discussion. Lib. Assn. Rec. 8: 392-7. Ag. '06.

Library schools.

See also Library institutes; Library training.

Future of library schools. M. Dewey. Pub. Lib. 10: 435-8. O. '05.

"Beginning with the simplest, we should have wherever practicable by means of traveling librarians, visitors or inspectors (as different states may call them) round tables, where for a day or two the librarians and assistants of a single locality meet a recognized authority for information and inspiration, to submit difficulties, ask questions and get any help that an expert studying many libraries can give so well to a novice spending all his time in one. For larger sections there should be a library institute, lasting a week instead of two days and taught not by volunteers . . . but by those who have shown extraordinary qualities for this particular work. We need in English-speaking America three thoroly equipped graduate schools for the highest training. . . . Our minimum estimate for a creditable school is an endowment of \$200,000 to \$500,000, which at 5 per cent would yield \$10,000 to \$25,000 a year. . . . A school supported by the state should be in connection with the state university or in the metropolis and not at the state capital except in rare instances like Boston where capital and metropolis coincide. Above all it should not be in the capitol building.

Instruction in books in library schools. A. B. Kroeger. Lib. J. 32: 395-400. S. '07.

In a library school the study of books should begin with books of reference, the most valuable of all a librarian's tools. No method of teaching is so effective as the assigning of subjects to be looked up. The questions should be based on actual inquiries. Reference books should be as familiar to the librarian as the parts of a machine to the machinist. The student should be "taught to cultivate attention, to notice title-pages, to read prefaces and introductions, to remember dates and other details that to her appear insignificant." She must develop memory, accuracy, and the art of skimming. Book selection is next in importance and this may be supplemented by a course to widen the students' acquaintance with books. Authors such as scientists, poets, historians, novelists, essayists, etc., should be studied. A librarian should have a taste for reading that is universal that so she may "better understand how to assist the reading public who come to her library for books."

Instruction in cataloging in library schools. A. B. Kroeger. Lib. J. 32: 108-11. Mr. '07.

Library schools are criticised for devoting

too much time to cataloging. There is however much reason for this. "A large number of the graduates become catalogers, and many more enter into positions where a knowledge of cataloging is essential. The principles of cataloging underlie almost all the clerical records of a library. A knowledge of the rules is helpful in accession work, in shelf-listing, in preparing lists of various kinds, in all bibliographic work." Again instruction in cataloging develops "attention, accuracy, observation, neatness, order." Inaccuracy is the most common failing of students. "There is no discipline in the whole library school curriculum of more value than that obtained in the instruction in cataloging." Cataloging well taught should give a thoro understanding of Cutter's Rules. The A. L. A. Rules should also be studied. It is "desirable that the cataloging taught in the several library schools shall be to a considerable extent uniform." When the A. L. A. Rules are published they should be adopted as the text book because they are the rules used by the Library of Congress, but Cutter's Rules will always be needed as the A. L. A. Rules do not include rules for subject entry. Careful revision of cards is very essential, and students should keep their cards for consultation when they begin to do practical work. The instruction should be based on the cataloging for a medium library tho it would be better to make the instruction conform to Cutter's Rules for "full," rather than his "small." It is easier to omit than to add. Dictionary cataloging should be the chief basis for instruction and much attention should be given to subject entry. Cutter's Rules is the best authority on this, and the A. L. A. List of subject headings should also be used. Students should be taught to adapt themselves to the use of the libraries by which they are employed.

Letters from librarians who have been in the schools. Pub. Lib. 11: 137-43. Mr. '06.

Library school problem. I. Warren. Pub. Lib. 11: 541-3. D. '06.

A series of questions regarding the efficiency of library schools, the usefulness of their curricula, the teaching ability of their faculties, the character of the libraries used as laboratories, and the type of students they attract.

Library schools and their ideals. Pub. Lib. 11: 112-3. Mr. '06.

Report of the committee on library training. M. W. Plummer and others. Lib. J. 31: C175-7. Ag. '06.

Summer library schools. Pub. Lib. 11: 131-4. Mr. '06.

Symposium on library schools. Pub. Lib. 11: 116-31. Mr. '06.

In this symposium the history, aims and requirements of the various library schools are given.

The Carnegie library of Pittsburg conducts a training school for children's librarians, organized in 1900. "Candidates presenting the best credentials as to education, previous experience and personal fitness" are admitted. A two year course is offered, also a special one-year course "open only to those who have had one year's instruction in an accredited library school and who are fully recommended by their library school directors." In the training two view points are kept in mind—that the children are being educated to use the adult library—and that the children's room takes the place of the child's own library. Training is given along lines of technical library work also along the lines specially applicable to the children's department. "More stress is laid on the student's ability to do practical work than on her examination papers." By special arrangement with the Western Reserve library school six months training may be taken there.

schools—Continued.

Drexel Institute, Philadelphia, library was opened in 1892; and offers a one-year A high school education or equivalent necessary for admission. Instruction is largely practical. The number of students that can be admitted is limited to 20.

Indiana state normal school offers a course equivalent to one of four subjects for credits for which are given on the regular curriculum of the school. The course is designed to give instruction on the use of the library in school work. Instruction is given in the catalogs, indexes, reference books, etc., ordering, accessioning, classification, etc.

University of Illinois state library school established at Armour Institute in 1893, and moved to the University of Illinois in 1897. It is a two years course and requires three months university work for admittance. Practically amounting to eight hours a day for six months is required of students. The teaching is in practical library work. Any student at the university may elect any library course for which he is prepared.

Kansas State normal school at Emporia, Kansas, offers a library course three years ago as a two year course.

New York state library school was established in 1883 at Columbia university, and was moved to Albany in 1889. It offers a two years course and requires a college diploma for admittance. At present the subjects taught are practical, technical and bibliographic. One ninth of the student's time is spent in library work. It is proposed to strengthen the instruction in administration, leaving the major instruction in technical subjects to other schools.

The present course is strongest on the practical side, viz. book selection, bibliography, and library work.

Tratt Institute school of library training established in 1891. It offers a two year course. It selects such applicants for admission as have the personal qualifications necessary for library workers. Stress is laid on practical library work. It attempts to send out graduates of growth and willing to grow rather than equipped with inflexible rules for every case, which all practice must be made to conform to.

Massachusetts college library school, Boston, was established in 1902. It requires a high school or equivalent for admission. Instruction in library methods is given during all four college years, so that at the end each student has completed a full year of technical library work and has academic work. A one year course is offered to a limited number of graduates of colleges. This course "must be supplemented by three months of approved experience in library work before a certificate can be granted."

Southern library school at the Carnegie library of Atlanta was established in 1905. It is a one-year course which is strictly elementary in character. "Especially attention is given to organization work and preparing the student to enter the library field enthusiastically as librarians, capable of organizing new libraries in localities not enjoying public libraries."

Wisconsin library school at Madison will be opened in the fall of 1906 by the Free Public Library Commission. It will offer a one year course. The entrance requirements will be the same as for admission to the University of Wisconsin, provided the preparatory work is such as would fit the applicant for library work. At least ten weeks must be spent in a cooperative library doing actual library work.

Use university—library economy department. M. J. Sibley. Pub. Lib. 11: 3. My. '06.

Training of instruction was made in 1896. Equivalent of a high school course is re-

quired for admission. The course covers two years with over 3,000 hours of preparation and recitations.

Library statistics. See Statistics.

Library training.

See also Library institutes; Library schools.

Departmental work in a library. E. L.

Moore. Pub. Lib. 12: 122-3. Ap. '07.

"It is generally conceded that a librarian should be trained and should understand modern library methods." Understanding such methods herself she may increase the efficiency of her staff and of the library by organizing the staff into a class for the purpose of giving them simple instruction in different subjects of library economy. If she does this it will make for her but little additional work to admit to the class apprentices who in return for instruction will give gratuitous service to the library. "Apprenticeship is absolutely necessary for the purpose of acquiring a practical knowledge of library work. . . . From the standpoint of the pupil it may better come before a regular course in an accredited library school. It does not in any way afford a training equal to the regular courses, nor on the other hand does a library course make up for that which apprenticeship can give."

Education of the librarian: advanced stage. E. A. Baker. Lib. Assn. Rec. 8: 573-86. N. '06.

The objects of professional education are to train assistants and to prepare chief librarians for their work. The two ought not to be identified. Hence an education scheme should involve two separate courses. The present syllabus fails in this regard. Examiners have allowed the candidates to take the examinations by installments. Such a method is no test of general competence. To solve this difficulty there should be an elementary course embracing four subjects; Literary history and bibliography; Classification; Elementary cataloging; Practical library administration. Then for examination there would be five papers, two being on the first subject, literary history and bibliography. "Classification would mean an acquaintance with theories and definitions, and a working knowledge of one recognised system. . . . Library administration would involve a knowledge of accounts and the preparation of statistics." A test of general knowledge is very important. This plan makes the initial course much easier than at present. The advanced course should be similar to the present one "differing chiefly in allowing a certain option between exchangeable subjects. . . . My contention is that we do not do enough now to foster the intellectual side of librarianship; that in our education scheme we have failed to hit the proper balance between technical qualifications and liberal culture. There can be no question that we are right in demanding a sound technical training before we certificate a man as a competent librarian; but, I think the diploma should be granted only to such men as have shown they possess scholarship as well as technical proficiency."

Education of the librarian: elementary stage. H. D. Roberts. Lib. Assn. Rec. 8: 556-72. N. '06.

The first summer school for library training in England was held in 1893. Forty-five students attended it. The program consisted of a series of visits to libraries. This program was continued each year until 1896 when a portion of the examination syllabus was taken up. After the fifth session technical classes were established in London. Correspondence classes were commenced in 1904-5.

Education of the library assistant; symposium. Lib. Asst. 6: 50-9. Ja. '08.

It is not at all well "to over-estimate the value of technical knowledge at the expense of

Library training—Continued.

general knowledge." Yet technical training is of the greatest importance. Librarianship is becoming a developed and systematized calling and a library assistant must be continually studying if he would progress in his profession. Above everything else he should qualify for the Library association examinations. Upon these examinations depends his future in the profession.

Is there a need for instruction in library methods by the normal schools and universities? F. B. Cooper. Wash. Lib. Assn. Bull. 2: 1-5. Ap.; Same. Lib. J. 31: 157-60. Ap. '06.

"The initial establishment of vital relations between children and the public library must be made before they leave the public school, hence the necessity for teachers with the librarian spirit who have had something of the training of a librarian." The function of the teacher is increased if he can so instruct pupils that they are in command of books. "Familiarity with the sources of knowledge is quite as important these days as the possession of knowledge itself. Familiarity with the aims, organization and cataloging and measures used to make the library a vital educational instrument is a desirable element in a teacher's equipment. The teacher's course should also include instruction in the comparative value of dictionaries, indexes, cyclopaedias, and handbooks; also instructions designed to give knowledge of book reviews and magazines. . . . To prepare teachers, and to render them as highly serviceable as training can make them is the business of normal school and college. To make teachers masters of subjects is highly essential, but it is also essential only in less degree, that they shall be prepared while in training to make effective use of books, the instruments of knowledge." A course of from three to six months would "give breadth and reach to the teacher's work, and satisfaction and confidence in her performance, which will more than offset the loss of an equal number of hours which might have been spent in some other way upon some other subject."

Library course given to city normal school students. L. M. Clatworthy. Lib. J. 31: 160-3. Ap. '06.

The Dayton, Ohio public library began in 1905 to offer students of the normal school a course in reference work for children and in the use of the library. The first course was very simple. Each student gave during five weeks 20 hours' time to the work and received individual attention. The next course consisted of six lectures covering the use of books, their arrangement in a library, the making and use of a card catalog, reference books, bibliographies, and children's reading. The main feature to be taught to normal students is the use of children's books.

Library training in the library. K. L. Roberts. Pub. Lib. 11: 19-21. Ja. '06.

There is no question about the need for trained service. The question is whether training can be acquired only in a library school. Five or six years in a public library are worth more than two years in a library school. The school however tends to give one a broader view, training in all departments, intercourse with library workers, and enthusiasm.

Library work in our normal schools. G. E. Salisbury. Wis. Lib. Bull. 2: 70-1. O. '06.

"In the school with which I am most familiar, ten weeks of the required twenty is given up to instruction in the use of the library, its scheme of classification, its card catalog, and its reference books, such as dictionaries, encyclopedias, annuals, indexes, etc. To facilitate

this work, a note-book is put in the hands of each pupil in which are printed notes on the work. Blank pages in the book give space for the problems assigned each week. The second ten weeks of required work in library methods is given up to instruction in the actual processes of the library. Simple methods in classification, cataloging, and otherwise increasing the usefulness of the library are presented, the object being to fit the normal graduate to take charge of a small school library whenever the necessity arises."

Need for correspondence school courses.

E. A. Spilman. Pub. Lib. 11: 503. N. '06.

Question of library training. L.

Stearns. Lib. J. 30: C68-71. S. '05.

Question of library training; discussion.

Lib. J. 30: C164-76. S. '05.

Rational library work with children and

the preparation for it. F. J. Olcott. Lib. J. 30: C74-5. S. '05.

Report of the committee on library training, 1907. M. W. Plummer. A. L. A.

Bull. 1: 108-10. Jl. '07.

Report on standards of library training.

Lib. J. 30: C121-3. S. '05.

Things needful in library training. C.

Marvin. Pub. Lib. 11: 267. My. '06.

Librarians should understand "bookkeeping, office routine, business forms and methods." They should be able to purchase books and supplies to advantage. They should also know the state's relation to education and should keep posted on the courses of study pursued in the schools.

Training classes in libraries. Pub. Lib.

11: 134-6. Mr. '06.

Library training is given in many places to instruct the regular members of the staff in library methods and also to train apprentices for the work. In Brooklyn a high school education or equivalent is required of applicants and a seven months' apprenticeship is given. At the end of that time examinations are held and those passing them successfully are eligible to positions in the library. In Cincinnati instruction is given to the new workers in each department. In the work of that department. As opportunity offers new members of the staff are sent to various departments so that they may receive a thoro training. In New York city the apprenticeship term lasts nine months "the proportion of time given by the student to receiving instruction and to doing practical work being about two to three. . . . Of 110 students who have gone through the class satisfactorily, 87 are now on the library force."

Training of librarians in the province of

Ontario. E. A. Hardy. Pub. Lib. 11:

143-5. Mr. '06.

A plea for the establishment of county institutes in Ontario.

Training of teachers in library work. A.

Cunningham. Normal Adv. 11: 108-10.

Ja.; Same. Ind. State Lib. Bull. No.

10: 1-2. F. '06.

"The teacher should . . . be instructed in the use of catalogs, indexes, classifications of books and the mechanical contrivances of authors. It is equally important that he know something of such general reference books or compends of knowledge, as encyclopaedias, dictionaries and atlases, which will save him much time and energy in extracting specific information. . . . As the teacher of children he must have a knowledge of children's books, that he may lead and direct them wisely in their choice of books. . . . The training of the librarian as an elective course, is there-

Library training—Continued.

fore entirely within the scope of normal school work. Here it is necessary to teach in a practical way the selection and ordering of books, accessioning, classifying, cataloging, the preparation of books for the shelves, binding and repair, care of periodicals and pictures, charging systems, library laws and the general administration of libraries."

Lists of books. See Book lists.

Literature.

What fifteenth century books are about.

R. Steele. Library, n.s. 8: 225-38. J1. '07.

Loan department.

See also Charging systems; Fines.

Delivery department. B. Winsor. Lib. J. 31: C267. Ag. '06.

Let all books except seven-day books stay out one month instead of two weeks. It will mean fewer overdue books and saves renewal posts. Don't have special cards for teachers any other class. Serve all alike. Don't require a guarantor except for minors. Trust people and so make your library popular.

Loaning more than one book at a time.

J. Powell. Minn. Pub. Lib. Com. Notes. 9: 25-7. D. '06.

For busy people the one book rule is often a great inconvenience, and there is no reason why they should not have more than one book except in the case of fiction. The supply of non-fiction books is usually greater than the demand, and there is little danger of too many calls for it. The restriction on fiction is not adhered to in the case of standard authors, because their works do not circulate as freely as do the recent popular novels. "Non-fiction books are not fined, even when not taken out on a special time limit. They are renewed every two weeks without application from the borrower. Books taken on special time limit may be recalled any time after four weeks. Two days' notice is given, after the expiration of which a fine of ten cents a day is imposed."

Putting out new books. A. G. Evans. Pub. Lib. 11: 499. N. '06.

In Decatur, Ill., the library adds about 75 new books a month and it is the custom to place these on the shelves on Monday morning of the last week in the month. The list of these books is published in the Sunday papers. For the first day all these books are placed on a counter back of the delivery desk and after that placed in their respective classes. "On 'new book day' patrons are limited to one new book in a family" except that a child is permitted to have an additional one from the children's room. These new books may not be reserved by advance request, although if ordered by special request for study club purposes, a notification card is sent giving the date when the book will be placed on the shelves.

Regulations affecting the loan of books in libraries. G. A. Stephen. Lib. Assn. Rec. 9: 173-83. Ap. '07.

The earliest information respecting loans comes from the monastic libraries. In the sixth century the Benedictine monks were "ordered to receive a book apiece from the library at the beginning of Lent and read it straight thru." In the tenth century the Cluniacs had a rule "by which once a year each monk could change or renew the volume already on loan. . . . The Cistercians and Carthusians were the first to allow books to be borrowed by persons outside the convent, under certain conditions, and thus is seen the first step towards the lending library idea. The custodians in some of the monasteries, however, were so averse to running the risk of losing their precious treasures that they placed the books of

their libraries under an anathema, so that books could not be lent or borrowed under pain of excommunication. This policy was soon recognised as selfish and unjust, and it was formally condemned in 1212 by the Council of Paris and the anathemas annulled. . . . Acute bibliomania was not unknown in this age; therefore to ensure the safety and due return of the books, the loan of a volume was accompanied by legal forms and ceremonies, and the borrower, no matter what his station or character, had to sign a bond for the due return of the book and often to deposit security as well. . . . In the mediaeval libraries it is evident that there were two classes of volumes. Besides the annual giving out and inspection of what may be termed the lending library books . . . a portion of the library was placed in a separate room where the books were fastened to the shelves. . . . This practice of fettering books furnishes the origin of the reference library. . . . All persons before having a ticket issued to them must fill up and sign the customary form or card, undertaking to obey the rules of the library. It may be observed 'en passant' that it is a bad policy to keep a person waiting a week before his ticket is made out. Twenty-four hours is sufficient time to check a voucher and to do the necessary work of registration; some libraries even go further than this and issue the ticket immediately the form is presented. The tickets are issued for a limited period, varying from one to three years; but they are renewed periodically. This plan brings the borrowers to a systematic review of their opportunities and serves to keep the borrowers' register up to date in the matter of addresses. . . . Some libraries stipulate that only one volume shall be issued at a time consequently works in two or three volumes are split up, and the borrowers thereby, compelled to make two or three visits to the library before they can read through the work. The absurdity of this rule is very apparent in the case of students who borrow historical and bibliographical works for reference purposes, only to find that the index is contained in the last volume. . . . The 'two-book' system now adopted in many libraries is designed to meet the requirements of students. . . . Libraries with a large stock in proportion to their number of readers might even go further and permit bona-fide students to have as many books as they require, with a proviso that they be returned within twenty-four hours if demanded." It is absolutely essential that the period for keeping books out be a fixed one, "for to permit people to take out books and keep them indefinitely is an injustice to the other borrowers who use the library, and would, moreover, result in the disorganisation of the library system. In many of the older public libraries the time limit is seven days, but from experience library authorities have found that this period is insufficient for many of the borrowers to read works in certain classes, and thus the time more generally allowed is fourteen days." It is advisable that the librarian be empowered to substitute suspension of library privileges for the fine whenever he thinks it advisable. "Some libraries insist upon the books being returned to the library before the renewal is granted, an unnecessary hardship; but others do so upon receipt of a post-card bearing the necessary particulars, i.e., number of book, date of issue, and borrower's name or number. . . . Many libraries have a considerable number of books in their reference department that might occasionally be lent to genuine students with profitable results, but for the inviolable rule in existence that no books from this department shall be issued for home reading."

Reregistration; a plan. Mrs. C. P. Barnes. Wis. Lib. Bull. 2: 8. Ja. '06.

Take out applications for borrowers whose cards expire for the month, alphabet these by themselves, withdraw corresponding borrowers' cards and destroy. Fix in mind the highest number no longer active in the library, so that when a reader's card is returned with a number which must be renewed it is noticed at

Loan department—Continued.

once. When borrowers are known as responsible, make out new cards for them by writing a new number on the old application blank, not bothering the borrower with renewal. For adults not known and children, have new application blanks made out and destroy the old ones.

Renewals, transfers and seven-day books.

J. Cloud. Minn. Pub. Lib. Com. Notes. 9: 28-9. D. '06.

In the Minneapolis public library "a regular 14 day book may be renewed once for another 14 days; it must then be placed on the shelves and if not taken out within 24 hours, may be drawn by the same borrower." There is no rule against transferring either 7 day or 14 day books. The popularity of a book determines the length of time that it is kept a 7 day book, and there are no 7 day books outside of fiction.

Seven-day book: why not transfer it? J.

V. Cargill. Wis. Lib. Bull. 2: 44-5. My. '06.

The average borrower cannot understand why there is a restriction on transferring the seven-day book. He cannot see that when he returns a book wishing to have it transferred to another card "he has inside information that the book is being returned and the general public is discriminated against if the book is given to him." If this were done the impression would go out "that the newest books circulate among families and cliques to the exclusion of the general public. No favoritism, no partiality, is the note that should be sounded in our libraries. . . . To the small libraries I would say: Enforce your rules strictly with reference to the seven-day book. While most of you positively deny the advisability of this rule theoretically, we have under our present library conditions no alternative but to insist on its practice."

Successful loan desk assistant. T. Hitch-

ler. Lib. J. 32: 554-9. D.: Same cond.

Ia. Lib. Q. 5: 172-4. Jl. '07.

Time notices. Pub. Lib. 12: 254-5. Jl. '07.

A compilation in eleven different languages of a notice of the length of time a book may be kept.

Local collections.**Book selection: local collections. J. Ross.**

Lib. World. 10: 71-6. Ag. '07.

"In addition to securing a copy of every book—either written locally, or on a local subject, or printed locally,—a copy of every edition of local county histories, and other similar tomes of great importance should, wherever practicable, be secured. All printed matter of an ephemeral character—even be it in the shape of an auctioneer's catalog, or the latest parish magazine—may in the true nature of things be worth inclusion. There is hardly anything so trivial in the way of a book, newspaper cutting, local print, or photograph, but may become of value, often of great practical value, to the public of the present—and above all to the public of the future who are to be kept in mind. Even a superficial acquaintance with guide-books, hand-books, and other topographical works dealing with particular places or districts serve to remind us that these books contain information which cannot be obtained from any other source, and consequently the local collection is their true destination. Directories, also, or local annuals may not be passed over, for these may be of service in a variety of ways, and often as throwing important sidelights upon current events. Local newspapers, generally speaking, are excellent and adequate repositories, and where a representative selection is kept an important field for research is available for the operation of the future historian. It is always advisable to file, and ultimately bind, local newspapers." The classifi-

cation and catalog of the local collection should follow the lines of the general catalog of the library. Every facility should be granted to those wishing to consult the local collection.

Classification and arrangement of local collections. R. T. Richardson. Lib.

Assn. Rec. 7: 12-8. Ja. '05.

Collections of local historical material.

Vermont Lib. Com. Bull. 3: 1-3. S. '05.

Library and literature division at t

Louisville exposition. Louisville, K.

Times, page 11. Mr. 28, '07.

A description of a bibliography of Louisville writers containing over 300 writers and about 600 books.

Local and county photographic surveys.

T. Duckworth. Lib. Assn. Rec. 7: 19-30.

Ja. '05.

Local collections should include photographs of old buildings, the daily appearance of the streets, the scenery, monuments, life, natural history, and facts of the county as they exist today. "The agricultural life of the rural counties and the manufacturing and mining industries of our towns and cities should be noted. Pictures of typical agricultural implements and industrial machinery should be taken from time to time, in order that the gradual evolution from the simple to the more complex may be pictorially shown. . . . Portraits of all persons, men and women, whose lives have been closely associated with the intellectual welfare and progress of any locality should be carefully preserved for posterity." Views should be had of any archaeological remains, of all the principal buildings of the town, of landscapes and of the fauna and flora of the district. Uniformity in sizes of prints and mounts is desirable. Each photograph should be dated and cataloged under its photographer, subject and locality. The photographs should be stored in suitable cases in order to be readily accessible for issue.

Local collections and the county collec-

tion. W: A. Peplow. Lib. Asst. 5: 336-

8. S. '07.

The area chosen for most local collections is too extensive. If each library confined its collecting to its own town, and then all the towns in the county cooperated, this would make a strong collection available for all.

Local collections: what should be col-

lected and how to obtain materials. W.

H. K. Wright. Lib. Assn. Rec. 7: 1-11.

Ja. '05.

County histories are very important. Every edition of every known work about the locality should be on the shelves. Histories of cities, towns and parishes, guide-books, hand-books, and topographical works dealing with particular places or districts, directories and local annuals and biographies all have their place. All publications of corporations and other public bodies should be in the local collection. Fiction that relates to the locality is important. Local newspapers and periodicals, maps, charts, and sketches should be preserved, also play-bills and catalogs of sales.

Local literature and its collection. H. R.

Purnell. Lib. Asst. 6: 36-41. D. '07.

"Get everything" are words that might well form a text to be adopted by every librarian in gathering the material pertaining to his district. Besides histories and topographies collect the official publications of the district such as minutes of council meetings. Municipal election literature is worthy of preservation, as is also the literature issued by candidates for parliament. Collect parish and school magazines. The principal library in a county may extend its field of collecting as far as the county but other libraries should confine their

collections—Continued.

their own town. In the Surrey collection arrangement is topographical and books to the various places are further classified by subject. The cataloging rules in force in the rest of the library should apply to the collection as far as possible. A careful study of the local collection forms more or less a complete bibliography of the district according to the fulness of the collection.

Local libraries and local history. B. A. Nacey. Pub. Lib. 10:3-6. Ja. '05.

Books and other material peculiar to this place should be sought for by a later generation, but how do we learn to appreciate the needs of the public yet to come. . . . The materials to be preserved for this purpose are . . . 1. Books written about the locality, or containing descriptions relating to it. . . . 2. Newspapers printed in the region of the library, especially in its own town. . . . Clippings may be made of and valuable. . . . 3. Broad-sides, advertisements and booklets, cards, programs, etc. Personal manuscripts, diaries and correspondence are often of importance. . . . 5. Accounts of some local business, especially a store, might be valuable in showing the state of local prices, better perhaps than present quotations, and might be occasionally useful for personal history. 6. Local records might be encouraged under proper control to deposit the records of their proceedings with the public library. . . . 7. Pictures are so important among the materials of local history. Paintings, engravings, or photographs of persons, places or things may show the conditions more clearly to the eye of the next generation than the most carefully written description. . . . 8. The objects themselves.

M

Markings. See **Periodicals.**

Marking books.

See Labels.

Ink marking. M. R. Caldwell. Pub. Lib. 11:24, 105-6. Ja., Mr. '06.

Letter on the upper part of the book as near the binder's title as we can" varnish the binder's strip. The varnish prevents rather than injures the bindings. "The book is a little difficult to work when one uses a straight stub pen—without any motion in it—must be used, as it carries the ink better than any other kind. Then the ink must be well shaken, and continued every time the pen is put into it, to keep the gold stirred up in the liquid.

"A straight stub pen—without any motion in it—must be used, as it carries the ink better than any other kind. Then the ink must be well shaken, and continued every time the pen is put into it, to keep the gold stirred up in the liquid. Thick, thin with a little water." The gold is "prepared by Devoe & Co., corner of Williams sts., New York, price 25 cents per bottle. We have used several other bottles and so far have had but one poor bottle from World no. 25 round point pen made toward Hunt Co. and sold by Wanamaker.

Books will have to be remarked occasionally with any process of marking except the varnish is the Lucas orange.

We thin the wood alcohol until it smoothes. One must be careful not to use the varnish much, as this turns it

bring the backs of books when renumbered for libraries. J. C. Dana. Pub. Lib. 12:306-7. O. '07.

Gold is the best method of lettering. If well done with genuine gold it will remain right for many years, and will stand far better than any other style of marking. Leather this method should always be used. On some kinds of cloth black lettering is better than gilding. Its cost is about the same as gilding, viz., about two cents per line. The letter method in almost all cases is to

letter directly on the book, no matter what material it is bound in. . . . Use as large letters as the back of the book will permit. Reduce the number of words in all titles to the lowest possible number. . . . Labels should always be put at least four inches from the bottom of the back, the tail, that they may not be soiled or worn off in handling. They should be marked with India-ink in large, plain figures.

If labels are used, put them on as follows: The place for the label being located, wash away the varnish from that place a little with a clean cloth dampened with water and ammonia. If the book is thin cut the label before it is put on, so that it does not quite reach the edges of the back. If the book is so thin that there would not be sufficient room for the book number on a label cut to fit it, place the label on the upper left corner of the front cover. Press the label tightly and evenly down until it sticks firmly all over. This is most important. Use Dennison's round gummed labels. These, being round, present no corners to be easily ruffled up."

Preparing new books and restoring old.

F. H. Leighton. Pub. Lib. 10:223-4. My. '05.

Labels on the back of books are dispensed with and light-colored books are marked with Higgins' water-proof ink on the book itself. Dark-colored ones are marked with white lettering by using a fine camel's-hair brush. "Soiled books are, first of all, relieved of their disfiguring labels by the usual process of soaking in off with small pieces of refuse blotting paper. Using a common dishcloth, the book is subjected to a thorough scrubbing in water in which is put a small quantity of ammonia, perhaps one-half teaspoonful to a quart or more of water. . . . The books are then placed upright in a sunny window or near a register to dry.

In our library we varnish all fiction, juveniles, and light-colored books generally. Our binder uses a light linen or buckram which takes the black lettering readily and the books are varnished thoroughly before going to the shelves."

Medical libraries.

Medical libraries of London. W. R. B. Prideaux. Lib. Assn. Rec. 8:405-22. S. '06.

A survey of thirty-four medical libraries, the most important of those in London. The oldest of these, that of the Royal College of Physicians, was begun in 1603.

Medical literature.

Use of medical books. S. H. Ranck. A. L. A. Bull. 1:169-74. Jl. '07.

"I believe . . . that our public libraries in the cities and towns where there is no independent medical library ought to put forth every effort to cooperate with the physicians in building up a working collection of medical books, both for the use of the physician and the specialist, and for the use of the general reader, and furthermore that it ought to put forth greater efforts to bring about a larger and more intelligent use of such books. Because we as librarians know so little about medicine and medical literature, and because so few of our practicing physicians are real students, these are the chief reasons for the failure of so many libraries in this regard in the past."

Methods in libraries. See **Library methods.**

Municipal reference work.

See also **Legislative reference department.**

Municipal reference work. C. Hadley. Pub. Lib. 12:232-4. Je. '07.

"The great increase in number and public favor of legislative reference departments in state libraries, raises the question as to whether public libraries, especially in large cities, have not a distinct duty and a great opportunity to benefit themselves and the pub-

Municipal reference work—Continued.

"It, by establishing municipal reference departments." These would not necessarily be conducted in the same manner as the legislative reference departments, but they could collect and make more accessible material and reports on municipal affairs and could make these more available to the mayor and council. By so doing they would influence those who hold the public purse and would strengthen the library's hold on their financial support. Libraries respond to the needs of women's clubs and of the school children, why not give more attention to the men who are responsible for the city's welfare. "Every city of consequence publishes an annual report which contains information about every department of municipal work, with expenditures and information regarding water-works, electric lighting, public parks, play-grounds, improved streets, sewers, elevated tracks, public health and numerous other important items." This material has however been lost because of poor arrangement and lack of indexes. Now however a definite attempt is being made to make these reports uniform in the different cities, and libraries by collecting such reports can be of use to the city officers.

Municipal section of a public library. G. Darlow. Pub. Lib. 13: 4-6. Ja. '08.

"Every library should endeavor to secure such municipal literature as may be had for the asking. Annual reports of other cities, special reports, such as those of the health officers, park commissioners, street superintendents . . . should be applied for and carefully preserved as pamphlets or bound as books. If a new charter is to be framed, in the library should be found specimen charters of other municipalities." Books on public health, food adulteration, hospitals, nursing, etc. should be available. "In addition to our books, we should have indexes to current periodicals, which keep continually abreast of the times."

Public library as a part of the municipal government. S: H. Ranck. Lib. J. 32: 432-3. O.; Same. Pub. Lib. 12: 385-7. D. '07.

The library ought to be "a bureau of exact information for all those who are connected with the city government. . . . As a municipal institution it ought to endeavor to gather together a good working collection of primary and secondary printed sources of information relating to municipal subjects, and, so far as possible, to make it available to those who are responsible for the management of our city affairs." The Grand Rapids library collects municipal documents by a system of exchange—since by resolution of the common council it handles all the exchanges of such documents with other cities.

Reference libraries in cities—Baltimore as a type. D. E. Mowry. Pub. Lib. 12: 387-9. D. '07.

The larger cities have realized the necessity of reference work similar to that done in Wisconsin by the legislative reference department. Baltimore was the first to do this work. "The head of the department consists of a board composed of the mayor of Baltimore, the city solicitor, the president of the Johns Hopkins university, the president of the Municipal art society and the president of the Merchants' and manufacturers' association of Baltimore. The members serve without pay. The board employs the working force of the library. . . . The executive officer is delegated to investigate and report upon laws of the state of Maryland and other states and cities relating to any subject upon which he may be requested to report; to accumulate all data obtainable in relation to the practical operation and effect of such laws; to investigate and collect all available information relating to any matter which is the subject of proposed legislation by the

general assembly of Maryland or by the city council of Baltimore; to examine acts and ordinances of any state or city, and report the result thereof to the mayor of Baltimore, any committee of the city council or the head of any department inquiring for the same; to prepare or advise in the preparation of any bill, ordinance or resolution when requested to do so by any member of the city council; to preserve and collate all information obtained. . . . The department has no theory of ownership either to confirm or to controvert. Its object is merely to gather facts impartially and without prejudice, and give them out only upon request." Other cities are following Baltimore's example. "The movement is growing in importance each year. And, what is more, the complexities of governmental affairs, due, in part, to the rapidity of our progress, demand some such remedial method in order that we may keep our public officials keenly in touch with the advance steps in legislation."

Museums.

Civic relations of libraries, museums and art galleries. Lib. J. 30: 222-3. Ap. '05.

"A single governing board is regarded as probably the only practical and hence the ideal way in which the people can control the derivation of benefits from the institutions named. . . . The museum illustrates the objects of which the library tells, the library describes the objects which the museum exhibits."

Library and the museum. H: L. Ward. Lib. J. 32: 307-11. Jl. '07.

No important museums have ever been maintained by libraries. Their administration and activities differ and the interest in the library crowds out the interest in the museum. "A library's influence depends largely on the books themselves. A museum's influence does not depend as much on its specimens as it does on how they are arranged and explained. . . . Natural history museums must be administered and cared for by naturalists. Few librarians are such." Mr. Ward gives some good points on the making and administration of museums.

Library of the New York Metropolitan museum of art. Lib. J. 31: 125-6. Mr. '06.

"The addition of a well-selected reference library to an art museum insures a completeness which no available amount of objects or specimens could otherwise affect. . . . Such a library must be distinctly specialist, its field strictly confined to the classes of objects within the scope of the museum, and rare works or early editions should show progress in the history of books, or of their illustrations or bindings."

Museum as an aid to libraries. Pub. Lib. 11: 35-7. Ja. '06.

The commercial museum of Philadelphia has collections which include both books and articles. "The Japanese collection, for example, contained articles of bamboo, lacquer, cloisonné, silk weaving and silk embroidery, clothing, porcelain, paper in many forms, dried fruits, rice, straw, china, grass . . . metal work and wooden brads. . . . Included in each book collection, are 250 photographs with printed descriptions on the back of each."

Museum auxiliaries in libraries. C: E. Brown. Wis. Lib. Bull. 2: 31-2. Ap. '06.

Museums in their relation to libraries. C. McIlvaine. Pub. Lib. 10: 6-7. Ja. '05.

Specialization of museums. H: Balfour. Pub. Lib. 10: 474-5. N. '05.

"If . . . some of our local museums were to relinquish the idea of forming general ethnological collections . . . and for these would substitute collections illustrating particular branches of the subject . . . a great advance would . . . have been made. . . . [Some] sub-

Museums—Continued.

jects which almost cry out for proper treatment and development [are, for example] . . . the evolution in currency from its origin in mere barter, down to the development of a true coinage; early methods of navigation; the history of agriculture; the phylogeny of musical instruments . . . comparative series illustrating the development of weaving, metallurgy, and other such industries."

Music.

Binding of part music. A. J. Hawkes. Lib. World. 10: 31-2. Jl. '07.

In orchestral music it is best to bind the score for the paramount instrument in leather boards. A pocket is placed on the inside back cover to contain the remaining parts which are bound in limp cloth wrappers, with the name of the part lettered on the front. Music supplies a real want and above all literature it is subjected to severe mutilation if not properly bound.

Music in libraries. J. A. Hopkins. Wis. Lib. Bull. 3: 89-93. N. '07.

Many libraries make special collections of music scores. The selection of these "should be entrusted to some one of expert knowledge and a fine critical taste in music. . . . Quality not quantity is the most important point to consider." The cataloging of music should follow the general plan of the library and should be as simple as possible.

N**Nature study.**

Nature study and the small libraries. J. C. Bay. Pub. Lib. 11: 315-6. Je. '06.

Net books. See Book prices.

Newspapers.

See also Newsrooms.

History of newspapers. A. G. Burt. Lib. Assn. Rec. 8: 296-302. Jl. '06.

"The earliest approach to the newspaper was the *Acta diurna* or *Acta publica* issued in Rome from the year B. C. 691 until the downfall of the Western empire. It was issued by the government, and drawn up under the supervision of the censors and magistrates by officers called *actuarii*. They were in reality, periodical notices of current events rather than newspapers, and their publication consisted in posting them in prominent places within the city. China can claim the first newspaper proper—the Peking gazette—first issued early in the tenth century, but it has only been issued regularly since 1350. In modern Europe the earliest sheets of intelligence appeared in Venice during the latter half of the fifteenth century, whilst some of the same period are traceable to Germany and Austria. They appeared generally in the form of a letter, hence news-letters, and contained accounts of the progress of the various campaigns, the discovery of America, and other notable events of the period. The most important of the regular early papers was issued monthly by the Venetian government early in the seventeenth century—the *Gazetta* of Venice. It was issued in manuscript, and copies were to be seen in various public places on payment of a gazetta, whence the name *Gazette*. The first newspaper proper was published in Germany (Frankfort) in 1615, named the *Frankfurter Journal*. . . . In 1655 Sir Roger L'Estrange established the *Public Intelligence*, a great advance upon previous English efforts, the only one so far which could properly be considered a purveyor of general information. This together with the *Mercurius politicus*, both semi-official papers, were amalgamated and, in 1665, formed the *London Gazette*. Owing to the great plague

the court was temporarily located at Oxford, and the first twenty-three numbers were issued from that city and called the *Oxford Gazette*, the name being changed to *London Gazette*, when transferred to the metropolis. L'Estrange some years later founded a second paper, *The Observer*. He experienced great difficulty in filling it, so much so that his publisher suggested supplementing the dearth of news by passages from the Bible. Biblical extracts actually have appeared in some of our provincial papers in the early part of last century, as have portions of Shakespeare's work, but it must be remembered that the conditions then were vastly different from what they now are."

Indexing state papers. J. M. Hitt. Wash. Lib. Assn. Bull. 3: 3-4. Ja. '07.

For notes on this article see the digest of it under Indexing.

Library and the newspaper. A. N. Brown. Wash. Lib. Assn. Bull. 3: 1-3. Ja. '07.

For notes on this article see the digest of it under Reference work.

Limitation of newspapers in public libraries. J. D. Brown. Lib. World. 9: 153-7. N. '06.

"The stock arguments in favour of newspapers in libraries are: They attract readers who otherwise would not come to the libraries. . . . They keep the record of contemporary history; and enable readers to post themselves on current events. They enable natives of different districts to keep themselves in touch with local happenings. The advertisements are of the greatest possible service to persons in search of employment. . . . Against the provisions of newspapers, the principal arguments are: The initial cost of displaying newspapers on stands, with their fittings, is out of all proportion to their permanency and value. In most large towns the morning newspapers are rarely consulted after noon, and the evening and afternoon papers attract betting men and loafers in search of the latest criminal or other sensations. Most newspapers are . . . thrown away in twenty-four hours At least ninety per cent. of the adult readers buy their own newspaper. . . . The lavish supply of newspapers adds greatly to the cost of building, owing to so much additional space being required. . . . Newspapers attract a very undesirable class of men. . . . The cost of maintaining an adequate supply of newspapers, is detrimental to other departments of the library." In the Islington north library the supply of newspapers is exceedingly limited. The *Times*, four local dailies and some London dailies valuable for their advertisements of "Situations vacant" are all that are subscribed for. The "Situations vacant" columns are cut from the dailies and posted from seven to eleven o'clock A. M. This enables about twenty persons at a time to see them. "Between 400 and 500 persons use these columns between seven and eleven o'clock in the large lobby in which they are displayed."

Newsroom: a plea for a more logical and systematic working. G. E. Roebuck. Lib. World. 9: 273-82. F. '07.

Mr. Roebuck gives in detail a plan for cutting up the newspapers, classifying the contents and posting them in the newsrooms. By using this method the number of newspapers taken could be reduced, as the subject matter presented is practically the same in all. Such a system would not require an enormous financial outlay. Gummed labels would be needed to indicate the names of the different newspapers, brown paper on which to paste the clippings, and card slides on which to file them for the day. The newspapers should be first cut into columns, keeping the clippings from each paper by themselves. Next classify into say seven different heads. Label each clipping with the name of the paper it was taken from. Then paste on to strips of brown paper.

Newspapers—Continued.

These strips are then inserted in the card slides and placed on the news slopes. A responsible man and a junior can prepare four newspapers thus in an hour and a half. The advantage is that all news on one subject is brought together and is "capable of continuance in direct sequence from day to day." One does not need to hunt through the whole paper for a particular topic, neither does he have to wait for someone who is reading the football column to finish before he can see what parliament has done. Betting news and criminal snippets are not posted but thrown into the waste basket and thus supervision is made easy. Files, which are difficult to consult are dispensed with and as all classified strips are kept together "the contributions to any given topic for months past, can be produced in a moment."

Obliteration of racing news. Lib. Assn. Rec. 9: 24-9. Ja. '07.

A summary of returns on the blocking-out of racing news. Out of 138 libraries 27 obliterate the betting news, 49 do not do so, and 62 have not considered the question.

Old newspapers. G: Smith. Lib. Assn. Rec. 7: 329-42. Jl. '05.

A history of newspapers especially of those published in England. The earliest official newspaper was published in Pekin, China, being said to date from the tenth century tho it was published irregularly up to 1351. Since that date it has been issued once a week. Newspapers in England had their forerunners in tracts of news the earliest of which was published in 1605.

Newsrooms.

See also Newspapers; Reading rooms.

Are newsrooms desirable in public libraries? T. F. Turnbull. Lib. Assn. Rec. 9: 510-5. S. '07.

"From the economic standpoint, there can be no reasonable doubt that the money spent on newspapers could be much more profitably spent on fostering other activities of the library; but from the standpoint of the desires of the greater number of the inhabitants of a town, a newsroom would in almost every case have to be provided. . . . The opponents of newsrooms deny, I think too vehemently, what I may call the forwarding influence of the department in converting the newspaper reader into a student of the magazine-room, the reference library, or the lending library. It is indubitable that hundreds of persons are attracted to the newsroom who would never learn otherwise of the library's existence." However there is no need of an elaborate newsroom.

Municipal library and its public: the news-room. J: Ballinger. Library, n.s. 9: 66-79. Ja. '08.

The Cardiff, Wales, public library reading room formerly had no supervision and was practically given over to loafers and undesirables. With an extension of the buildings an opportunity came to change the newsroom. Plenty of space was allowed in the room. Few seats and tables were provided. Papers were given a fixed location, and an attendant was always on duty. The newspapers selected covered a wide range of interests. People in search of employment and of home news, and others who want to find out about markets and prices come to the room. The Shipping Gazette is much in demand. Berthing lists are posted in the branches where laborers who load and discharge vessels can easily consult them. They often save a trip to the docks. No religious papers or magazines are accepted. Directories and similar works of reference are kept in the news-room and they are frequently consulted. Information of such a character that it can be quickly looked up is given over the telephone.

This opens up a large field of usefulness for libraries.

Newsrooms: are they desirable? symposium. Lib. Assn. Rec. 7: 572-80. N. '05.

"There are many people who cannot read afford more than their halfpenny morning paper, but later would like to see the opinion that are expressed in the various leading articles—for I suppose some people do read leading articles—and to peruse the intelligence to be found in the great morning papers, Times, the Telegraph and others. It would be a great privation to a considerable number the frequenters of reading-rooms not to have access to the literary or engineering supplement of the Times, and so forth." The unemployed eagerly seek the advertisements which are to be found in the leading papers. "Although some of these people may be undesirable and unpleasant, they are a part of the community we should have the very greatest solicitude for, and provide with something better than they could find, perhaps, if they were not in existence." Newsrooms have a legitimate sphere and it would be a mistake to abolish them. Libraries should fit their newsrooms and newspapers to the community.

Newsrooms, their requirements and service. J. D. Young. Lib. Assn. 5: 57-60. F. '06.

Only the best daily papers should be taken. Good trade and technical, also scientific and artistic papers, and monthly and quarterly periodicals should be provided. Light current literature should be excluded. The room should be well lighted and the furniture should suit the circumstances. Newspapers should be so arranged that congestion will be avoided. "In order that periodicals may be rapidly distinguished it is a good plan to paste the outside sheets of the periodicals on the covers in which they are to be found." This is economical and effective.

Public libraries, their buildings and equipment: a plea for state aid. M. B. Adams. Lib. Assn. Rec. 7: 171-7. Ap. '05.

"There is a growing opinion among those who think for themselves that the far higher value of the reference room is too frequently sacrificed for the more popular reading room, and that the reason why so few appreciate the contents of a library is simply because no effort is made to teach its intelligent use, and that the management of library affairs is conducted on inadequate lines." Reforms are no doubt needed in newsrooms. "There is one point upon which all authorities agree, and that is, if newsrooms are provided at all they must be ample; they cannot be too large, too light, or too well ventilated. Two rooms are thought desirable by the majority of librarians—one for newspapers and lighter journals, and one for magazines and serious weeklies. The solid quarterlies and scientific publications are best consulted in the even quieter retirement of the reference room. For economy of administration the fewer the rooms the better, and I prefer one lofty and spacious room. . . . Having provided this one big apartment, I would personally prefer to put the paper slopes all round the walls, leaving the central area clear for tables on which journals and magazines should be fixed. This arrangement enables an uninterrupted view at a glance to be had over the entire room. . . . Every publication ought to have its own special place where it should be a fixture, so that readers may know at once if it is engaged or not. The bottom edge of the wall slope is best three feet from the floor, with a projection of one ft. three ins., and the tilt of the slope should not be too sharp, or short readers will not see to read the top of the broad sheets comfortably. Two feet six inches is a good width for the height of the slope, and above that the title skirting for name tablets ranges as a capping, giving a total height of six ft. Eight feet six inches run

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room for two big morning papers all ones, and of course, the read-distributed by mixing daily and rs together on the slopes."

tools. See Library training.

O

es. See Access to shelves.

rtment.

Accession; Collation of books.

department of a branch li-system. E. V. Baldwin. Pub. : 509-11. N. '06.

order department of a library to supply books to the various partially and expeditiously, and possible, order at one time all copies needed in the central and branch Yet branch librarians should not of their right to name books need-system of interchange will often save derling books added to the central ie chief librarian of a branch li-n should watch constantly for op-to purchase duplicate copies of old ew branches, and to replace worn

outine in Brooklyn public library. Baldwin. Pub. Lib. 11: 560-1. D.

of the month each branch librarian ommendations for books to be add-branch. The order department then alphabet orders for books for which urgent demand, and also for dupl-replacements. The balance of the tions are filed in another alphabet. ways indicates which branch wants

The slips are then compared with the og and the number of copies already ry or branches is indicated. At the mistakes in author's names and in orrected. The slips are then com-the "file which contains a slip for ling orders and all books received : cataloged." When the order slips d to the order department those de-"special reason are stamped 'spe-at they may take precedence over in the cataloging department. . . . re then stamped with the date of nd the name of the dealer, and be-der is actually sent out the original ed. This is made necessary by the veral days often elapse between the p is compared with the order draw-date it is ordered, and if the book upplied in any other way the fact covered when the slip is filed. The copies of each title wanted is indi-. The slips for books not already in are forwarded to the book commit-oval. A duplicate slip is made for ordered, and this is sent to the pub-n order for the book. When the lip is returned it is filed under the e bookseller from whom it was or-the bills as received are compared ist and the slips for books supplied d from it. . . . No slip is removed order list until the book has been nd the card filed in the union cata-Congressional cards are ordered be-der for a book is sent to the pub-hat the cards may be received be-ok. When the book bills are check-e order slips the branch initials are he bill so that the amount of money or each branch may be ascertained al purposes."

Practical accession work. S. Pitt. Lib. Assn. Rec. 7: 68-71. F. '05.

Orders "should be prepared on sheets of uni-form size, ruled to show author and title, num-ber of volumes, and date of publication with price. The sheets should be dated, numbered consecutively, and copied. As the books are re-ceived, they should be accompanied by invoices showing date of order and the numbers of the order sheets on which the various items appeared. Books and invoices are then com-pared, after which the invoices are compared with the orders, and such books as have been received, marked off. Errors in charge, edition or otherwise should be imme-diately reported." Books should then be enter-ed in an accession book which should show date of invoice, name of vendor or donor, author, number of volumes, price, etc. After being ac-cessioned, the books should be stamped, classi-fied and labeled. Pockets for book-cards should also be put in. Then the books are ready for cataloging.

Successful book purchase system. L. Jeffers. Lib. J. 32: 65-7. F. '07.

Sample slips such as are used in the order department of the New York public library are shown and the practical working details of the order system are given.

Organization of libraries.

Form of library organization for a small town making a library beginning. A. S. Tyler. Lib. J. 31: 803-6. D. '06.

As a basis for the organization of a library in a small town it is rarely satisfactory to use a meagre school library. A church reading room is obviously unsatisfactory, and a wom-an's club movement often encounters a spirit of jealousy and criticism. A library association or subscription library is a popular method but it always struggles with the problem of run-ning expenses. The best way is to secure a municipal tax and organize under the state law. This with a library organization to solicit a book fund is a feasible plan. It is the busi-ness of the state library commission to advise the community so that it may avoid mistakes made elsewhere. It can also be of great ser-vice in aiding in the selection of books, in in-stalling a simple loan system, and in provid-ing travelling libraries to augment the local collection. A reading room is exceedingly de-sirable no matter how small the supply of books. It provides a place of cheer and diver-sion for young people in a small town.

Handbook of library organization. Comp. by the Library commissions of Minne-sota, Iowa and Wisconsin. O. 79p. pa. n.p. '02. Library commissions of Minn., Ia., and Wis.

Contents: Organization; Housing the books; The books; Administration; Library extension; Librarianship; Library supplies; Index.

How a town can get a library. J. C. Dana. Ind. 60: 1277-9. My. 31, '06.

"Your town has no library and you wish it to have one. . . . Write to the Publishing board of the American library association, 10½ Beacon Street, Boston, Mass., and tell them of your wish." They will send you a pamphlet "Why do we need a public library" for five cents. The public library commission at the capital of your state will also help you, by sending you the state library laws and instructions how to set them in action. Perhaps a professional pro-moter and organizer of libraries will be sent you by the state commission. Interview school teachers, lawyers, ministers, study clubs and public spirited people. The local paper will in-variably also help. If there is already a library maintained by private subscription the friends and owners will usually surrender it to the pub-lic. Ask your state library commission for a trav-eling library. It will give you a chance to see

Organization of libraries—Continued.

who cares for books. "You can keep this library a few weeks or a few months and exchange it for another. If you succeed in establishing a local library you can supplement its books with one of these constantly changing collections." From the Boston headquarters you can get many helpful pamphlets on buildings, rooms and essentials of library management. Employ an expert to help the preliminary work of organization if you have money enough. If not find a wide-awake ambitious untrained person. Get for her the best things in print on library management. Send her to up-to-date libraries to see the practical things she reads about. "Give her full control and ask for results."

Library for this village: why it is needed; how it may be secured. N. Y. Lib. 1: 35-7. Ja. '08.

Organization of a library in a small town: a personal experience. E. D. Renninger. Lib. J. 31: 112-7. Mr. '06.

The library movement in the town had its origin in the local civic club and had \$1000 available. Rooms had been rented. There were four bookcases and less than 100 books. The organizer found little local enthusiasm or help except in the recently appointed librarian. An all-round library was desired. A campaign was begun by sending items to the local press in order to interest the people. A selection of books up to \$1000 was made with the help of the A. L. A. catalog and other lists. Circulars were then sent out to the people asking them to contribute certain specified books or the money for them. The result was about \$900 in cash and 1500 volumes. From January to June through donations, concerts, sales, etc. \$800 was raised for current expenses. The library was opened with nearly 5000 volumes on the shelves. The circulation grew slowly but steadily and was helped by persistent advertising.

Organisation of a library service. J. Barr. Lib. Asst. 6: 5-8, 25-8. O.-N. '07.

An essay on organizing "a library service for a country borough with 1,000,000 inhabitants in which the 1 d. rate produces £6,000." Plans and prices for one central and three branch libraries are given, also estimates of a good working staff with amounts of salaries.

Organizing a library. Pub. Lib. 12: 62. F. '07.

Familiarize the voters with the law of the state. Show them how a free public library will "promote the growth of the town, increase the amount of business and enhance the value of property." The library should depend on taxes, not on revenues from licenses or lawn socials. The women's clubs may well use their influence in showing the taxpayers the advantages to be gained from having a library in the town. Interest the children and they will interest their parents. After the library has been assured by vote, secure a competent librarian. Do not attempt economy in the purchase of absolutely essential records such as cataloging and general supplies.

Value and work of a state library organizer. W. R. Eastman. Pub. Lib. 10: 67-72. F. '06.

The state library organizer should know library conditions thoroughly in his own state, because he is the man for librarians to consult with. It is his business to visit the libraries in his state, and he should keep in touch with libraries in other states. He must be clear-sighted, enthusiastic, earnest in pursuit of his main object. He must be great enough to lose sight of his own importance. He must be sympathetic, must have infinite patience, must be ready to answer all sorts of questions.

P**Pamphlets.**

Taking care of pamphlets. W. S. Merrill. Pub. Lib. 11: 502. N. '06.

All pamphlets in the Newberry library of Chicago are entered in the catalog and shelf lists in the same manner as books. Many are bound in card board with cloth back and hinge and are entered in a separate pamphlet accession catalog. Continuations like annual reports issued in pamphlet form are sometimes rebound if of special value for permanent use. Small libraries which cannot afford this method could use this modification of the Harvard system: "Make an author-card for each pamphlet and mark shelf-number on it after classification. Enter each independent pamphlet separately in the accession catalog, works appearing in parts, of course to be entered as books when complete. Classify each pamphlet by subject and keep tied up in bundles with heavy manila paper and tape, lettered by pen on the back, for reference use only. Make one entry under each subject referring to these pamphlets, and keep a duplicate list of such headings for convenient reference."

What to do with pamphlets. Z. Brown. Lib. J. 32: 358-60. Ag. '07.

After pamphlets are classified they are "put in a pamphlet box which is marked with its class number, and placed at the end of the books in that class. . . . On the side of the box, or on its inside cover, is written a list of the pamphlets in that box, giving author, brief title, and date. The call number of each pamphlet, which is written on the corner of its cover, consists of its class number followed by its pamphlet number. For instance, the fifth pamphlet put in the 630 box is numbered '630 Pam 5.' In a way, the list on the box serves as both shelf list and catalog so that in many cases this single entry is all that is needed. . . . In the card catalog, a general reference is made from each of the subject headings covered by the pamphlets in the box. . . . A sample reference card reads as follows 'Agriculture. See also the pamphlets on agriculture, in the box marked, 630 at the end of the books in class 630. A list of contents is on the box.' These reference cards are filed at the end of the catalog cards under a given subject heading." When it is worth while valuable pamphlets are cataloged separately. "Often it seems worth while to enter under subject, but not author. . . . After the pamphlet box is started for any class, and the general reference cards made, adding a new pamphlet usually involves merely writing its author and title on the box, and marking it with the next pamphlet number. . . . Large or very useful pamphlets may be bound in the usual cardboard pamphlet covers with cloth hinges, and then treated as books."

Patents.

Use of patents. H. L. Prince. A. L. A. Bull. 1: 166-9. Jl. '07.

The only libraries that can in any adequate degree supply the information needed by inventors and manufacturers watching for new discoveries are those in Boston, Chicago, Cincinnati, New York, Pittsburgh, St. Louis and Washington. "The countries of the first class, 11 in number, have issued nearly 1,700,000 patents which are available for searchers either in chronological order or classified in systems of more or less value and convenience. In this class in the order of their importance are the United States, Great Britain, France, Germany, Hungary, Switzerland, Austria, Sweden, Norway, Russia, and Denmark, only the first four exceeding 100,000. . . . The pre-eminent consideration for the patent profession is that of intelligent and available classification which can be seen and read, and in

Patents—Continued.

this England stands at the head, and I regret to say, the United States at the foot. This does not mean that the United States patent office lacks a classification, but it is not available to the public. . . . nor is there any place outside of the patent office itself where the searcher can find all the patents of a class or a sub-class with certainty."

Periodicals.

See also Newspapers.

Care of periodicals. F. R. Jackson. Pub. Lib. 11: 493-4. N. '06.

Periodicals should be ordered "thru agents who will furnish them at lower rates than the publishers, and in the case of foreign periodicals will collect them and send them in packages, thus insuring better condition and less likelihood of missing numbers." The record of orders may be kept on ordinary catalog cards and should show "title, call number, the year covered by the subscription, date of order, agent, regular price, cost price and date of bill." Every periodical should be dated and receive marks of ownership, the leaves should be cut and loose pages or plates fastened in securely before being placed on shelves or tables for readers. "Missing numbers should be sent for as soon as noted." Attention of the public should be called to articles of importance in the less popular magazines. Mr. Jackson advises the spring back binder for preserving temporarily the ordinary sized magazines.

Classified list of current periodicals: a guide to the selection of magazine literature. J. D. Brown. *6d. Library association, Lond.

A classified list of 768 of the principal magazines of the world, selected by the librarians of various important countries

Conglomerate in periodicals: Methodical Review. J. C. Thomas. Lib. J. 31: 817. D. '06.

Historical sketch of periodicals. Mrs. E. G. Warner. Wash. Lib. Assn. Bull. 3: 12-5. Ja. '07.

History of periodical literature. Harper. 114: 321-4. Ja. '07.

Labor papers, 1827-1837. Lib. J. 31: 671-2. S. '06.

A list of periodicals "the primary purpose of which was to support organized labor."

Literary interests of Chicago. H. F. Fleming. Am. J. Soc. 11: 377-408, 499-531, 784-816; 12: 68-118. N. '05-Ja., My.-Jl. '06.

Mr. Fleming gives a history of the periodicals published in Chicago, giving information as to their character, origin, struggles for permanence, the interrelations between these publishing interests and other interests, and the causes of their death in cases where they have ceased publication.

Making the most of a magazine subscription. Wis. Lib. Bull. 2: 48. My. '06.

"Few books come into a library . . . that the patrons enjoy as they do the current magazines. After the current number has served its time on the reading tables, there is no reason why it should not circulate for a month, and still be in excellent condition for binding. . . . There is no better way for a library to make the most of its resources than through its current magazines. . . . The numbers when circulating should be placed in temporary binders, fitted with a pocket and book card."

Periodicals for a small library; a list with prices. J: C. Dana. Pub. Lib. 11: 367. Jl. '06.

Report of committee on title-pages and indexes to periodicals. Lib. J. 31: C193-4. Ag. '06.

Selection of periodicals. Lib. World. 9: 249-50. Ja. '07.

A select list of the best periodicals as made by the students in Mr. Brown's class on library organization at the London school of economics.

Treatment of periodical publications. P. C. Bursill. Lib. Asst. 5: 98-100. My. '06.

Periodicals should be accessioned and the chief articles indexed. In binding the index should always be placed at the end of the volume. Where advertisement sheets form part of the pagination of the volume they should be retained in binding. Otherwise one must use discretion about retaining them.

Picture books.

Picture books—good and bad. Mrs. W. B. Willard. Pub. Lib. 11: 562. D. '06.

The first essential is that there should be good material in the book for illustration. Next the drawings should be decorative, because the decorative treatment is the simplest and is not confusing. "The attempt at realism produces the worst form of picture book— . . . books badly drawn and badly colored. . . . To place before the child a complete reproduction of nature with all its intricate variations of tone, perspective, modeling and color, is only to confuse him and dull his artistic perceptions. It is like giving him calculus before he has studied arithmetic."

Word on picture books, good and bad. C. F. Gleason. Pub. Lib. 11: 171-5. Ap. '06.

Pictures are the beginning of the child's knowledge of literature. The "real introduction to rhyme should be Mother Goose, and every child should own a standard edition." Next to nursery rhymes come fairy tales. The next step is pictures of other children. Choose the better books. "Pictures should open up to children a realm of fancy which is lovely as their most innocent thoughts of it, and a world of reality which is interesting because it may sometimes 'come true' in their own experience." Miss Gleason recommends specifically some books and tells why others are not good.

Picture bulletins.

Bulletins for children. L. M. D. Trask. Lib. J. 31: 708-9. O. '06; Same. Vermont Lib. Com. Bull. 2: 6-7. D. '06.

Post bulletins where the attention of the children must be attracted to them and do not make them too elaborate or too finished. Post a list of questions with them and ask children to answer them. Encourage the children to find pictures suitable to illustrate certain subjects as for example flag day. Also ask the children to furnish both pictures and questions. Children are usually ready to cooperate.

Making picture bulletins. A. C. Moore. Wis. Lib. Bull. 2: 11. Ja. '06.

A picture bulletin should present a subject in such a way that people would want to think and read about it. The gift of seeing things in pictures is denied to some persons and they should not make bulletins. The subjects must become real, interesting and definite to the one who makes the bulletin, then he must find the right pictures and quotations, not always an easy thing to do. When so made, picture bulletins are of inestimable value.

Picture bulletins —Continued.

Picture bulletins. M. Durlin. il. Wis. Lib. Bull. 3: 57-9. Jl. '07.

Do not have picture bulletins unless you can have good ones. As subjects choose holidays, famous men, and women, historical events, etc. Find good pictures and take time to arrange them well. Use a gray background for black and white pictures, and a heavy cardboard for those in colors. Be sure to have a good title, and make the lettering readable.

Picture bulletins practically applied—New York state library school. F. L. Rathbone. Lib. J. 32: 434. O. '07.

Pictures in the library. H. A. Wood. (In Birthdays, anniversaries and events. leaflet no. 4. p. 10-9. Iowa lib. com.)

Picture bulletins are "one of the most pleasing and helpful methods of library advertising." They may induce the aimless reader "to undertake a definite line of profitable work. . . . The picture bulletin should suggest the best in fiction as well as in other more serious lines. The pictures should always be accompanied with a list of books and magazine articles. . . . It is unwise, especially in a small library, to attempt more than one bulletin at a time. . . . The two prime requisites for making bulletins are ingenuity and good taste."

Suggestions for anniversary and holiday bulletins. Wis. Lib. Bull. 3: 3-8, 22-5, 46-8, 60-1, 76-9. F.-S. '07.

Pictures.

See also Art department.

Cataloging of prints. F. Weitenkamp. Lib. J. 32: 408-9. S. '07.

Collections of illustrations in public libraries. H. A. Twort. Lib. Asst. 5: 195-6. D. '06.

"First and foremost a library should collect all illustrations bearing on the past and present life of the locality. . . . Every library should endeavour to get in touch with the local photographic societies, so that, eventually, a systematic and complete photographic survey of the locality may be made. Paintings, drawings, picture postcards, illustrated advertisements, portraits, and prints from local magazines, should be collected, as they will all be of use to the local historian. . . . The collection of portraits is the next in importance to local illustrations. . . . There are illustrations in books which if indexed would be of greater use than they are at present. . . . To facilitate handling and for better preservation, all illustrations shall be mounted." The classification used for illustrations should be the same as that for books. "All illustrations are of course available for reference use, but they should also be available for study at home. . . . It is necessary to provide portfolios made of some strong cloth or buckram, and waterproof if possible, for readers to convey the illustrations to and from the library. These portfolios should bear a label giving conditions of the loan and any other rules necessary."

How to care for pictures when not in use. Pub. Lib. 12: 51. F. '07.

"Mounted on regular sized sheets, they may be filed in cases or pamphlet boxes, but the unmounted ones are not always so easily disposed of. There are very large ones and very small ones, and they cannot be filed together. In our little library we have made large envelopes of manilla paper, obtained at a grocery store, large enough to take the largest unmounted pictures we had; we have grouped our material under heads convenient to our use; e. g. one envelope is devoted to domestic

animals, another to birds and fish, another to large portraits, one to pictures of countries and their inhabitants, another contains bulletin material on holidays, another on birthdays, etc. We also have a large number of small envelopes, saved from pamphlets received in the mail. These contain small pictures and are classified according to the decimal classification."

Library pictures. M. Dewey. Pub. Lib. 11: 10-1. Ja. '06.

A library has come to mean "the central agency for disseminating information, innocent recreation, or, best of all inspiration among the people." If this can be done better by pictures than books, pictures should become a part of the library's equipment. The New York state library now owns 60,000 pictures.

Local and county photographic surveys. T. Duckworth. Lib. Assn. Rec. 7: 19-30. Ja. '05.

Picture work in the New Rochelle public library. J. F. Brainerd. Pub. Lib. 11: 255-6. My. '06.

Pictures are collected, classified and loaned. Many of the collections are made with special reference to the schools and are loaned to teachers.

Prints made useful. F. Weitenkamp. Lib. J. 30: 920-1. D. '05.

"The first and main object of a collection of prints is to provide opportunity for the study of the masterpieces of engraving, etching and lithography. . . . But the print . . . [also] has its strong subject interest, which . . . can be brought out by proper indexing."

Use and care of pictures. A. Cunningham. Normal Advance. 11: 229-35. My. '06.

"Of late years the art study clubs, the civic leagues, etc., have been making large demands upon the libraries. Finally schools, from the kindergarten to the university, are learning to make every conceivable use of pictures. For a library to ignore the collection and care of pictures is well nigh an impossibility; certainly, no library can be called modern in the fullest sense of the term which fails to give attention to their collection and use." Pictures are educational in value. The modern scientific spirit of close observation prompts their use. They give vividness and reality to historical events and to manners and customs of all ages. "Many libraries now treat pictures much the same as books; accession, classify and catalog them." Pictures may be mounted on heavy manilla paper or cardboard. Some libraries prefer the scrap book system however.

Postage on books. See Library post.

Prices. See Book prices.

Printed cards. See Library of congress catalog cards.

Printed forms.

Printed forms for libraries. F. B. Graves. Pub. Lib. 10: 218-20. My. '05.

"The purpose of this paper is to set forth essentials in printed forms, rules and regulations best adapted to small libraries."

Printing.

Author and printer; a guide for authors, editors, printers, correctors of the press, compositors and typists; with full list of abbreviations: an attempt to codify the best typographical practices of the day. 2d ed. F. H. Collins. O. *\$2. Oxford.

Continued.

specimens. Stanhope press. O. 2p. il. pl. por. maps. facsim. ¼ \$7.50. '05. F. H. Gilson co., Bos-

ng of early printing in the United prior to 1890. F. Neumann. Lib. 669-71. S. '06.

rg, Fust, Schoeffer, and the in- of printing. A. W. Pollard. Li- n.s. 8: 69-99. Ja. '07.

printing. J: C. Dana. il. Printing : 284-90. Ja. '06.

revival of interest in printing has in recent years, in which librarians share. They can do much to further work by furnishing specific examples inting. Library printing is of much equence than serving merely as a nformation. "We look upon print at we could get from it much train- appreciation and enjoyment of good the fundamental principles of good more often considered in it. Librari- ardians of books and good printing. d try to have all the print they issue. implest blank to the most elaborate so excellent of its kind that it will ample to train all who see it in the n of good design. Therefore print- be a personal study for all librarians should endeavor to put the result of r into practice. . . . If the il- lizes that he is exerting an influence on in printing every time he puts mple of it, and if he realizes that rts that of printing is the one which ediatly concerns him and the one as a guardian of print, is obligated sustain, he will not only study print- ill insist on making it good and will ce which it costs." Excellent ex- he more common library forms ac- he article which is in its own typo- model of printing.

ng manuscript for the press. L: ilson. Clark. Univ. Lib. Pub. 1: . Ja. '05.

directions on preparing manuscript, of reading. Discusses type setting and agreements with publishers.

ce Pictures.

braries.

and the business man; for the annual meeting of the American y association at Asheville, N. C., 1907; rev. and completed July. G: W. Lee. O. 64p. facsim. pa. 07. Stone & Webster, 84 State st., n.

this book are given under the braries. Use of by the public.

of Richard Smith; 17th century. Duff. Library, n. s. 8: 113-33. Ap.

libraries of Rome. Lib. J. 32: S. '07.

y libraries.

ary libraries and public libraries. rift. Lib. J. 31: C272-4. Ag. '06.

tary library in relation to the library movement. W. I. Flet- Lib. J. 31: C268-72. Ag. '06.

y of the proprietary library move- discussion of the advantages to be

gained by the patrons of the semi-public li- brary.

Proprietary library's excuse for being. A. H. Stone. Lib. J. 31: C274-5. Ag. '06.

"For people reasonably prosperous, refined and cultivated there is room for and need of something less crowded, restricted and business like than the public library, if there is to be preserved among us the real art of reading."

Public documents.

See also State documents.

Agricultural bulletins: their indexing and their use. J. F. Daniels. Lib. J. 30: 930-1. D. '05.

Building up a document department. A. R. Hasse. Lib. J. 31: 661-5. S. '06; Same. Pub. Lib. 12: 48-51 F. '07.

A record of building up the public document collection of the New York public library. The official catalog of 431,520 cards contains both author and subject entries. The author entries are made according to the inverted entry plan which "has proved itself to be simple, sane and natural, for permanent bodies, in the large majority of cases, but awkward and unsatisfactory for temporary or special bodies in the majority of cases." In the case of serials, tabulated cards are used which "provide a space for every addition to the series, spaces for additions not in the library being left blank. When the volumes of a series have any bibliographical value a card is made for each volume and it may then happen that there are 20, 30 or more cards for a series." In the case of state serials a tabulated card is used which shows "In what volume of the collected documents any volume of a series may be found. . . . The subject catalog contains no scientific or historical matter. It duplicates the public catalog only where public economics is concerned and was intended to show primarily the serials which governments issued illustrating their own activity, rather than to show what the library contained on a given subject." Recently an arrangement has been constructed by which "the independent governments are arranged alphabetically. Each is followed first by the local political jurisdictions, then by the municipalities, then by the extraterritorial jurisdictions." The arrangement under each country conforms to the political changes of that country. "Thus in France the documents published by the assemblée nationale and the ministries of the third republic are preceded by those of the corps législatif and the ministries of the second empire, these again by those of the assemblée nationale and the ministries of the second republic, and so on until the national constitutional assembly of 1789 is reached. From here on backward in point of date the arrangement is by regnal periods." Instead of putting single treaties under all contracting parties as author the general heading International law is used. Under International law the classification is up to date "confined to treaties, collected, regional sub-arrangement; treaties, single, chronological sub-arrangement, and arbitration tribunals, chronological sub-arrangement, by date of treaty, authorizing tribunal. . . . As soon as the catalog was in fair working order, a careful canvass of it was made and a general alarm, so to speak, was sent out to state and federal bodies whose files had been allowed to lapse. . . . No record of any title, which, for one reason or another, is not in the library, is ever destroyed. It is retained in its proper place in the catalog, easily identifiable, and serves two purposes, viz., that of keeping me informed of weak places in the collection and of acting as a sort of reserve order list." City documents of all American cities having upward of 25,000 population are collected and European cities of the same rank are also asked for material. "We soon learned that, unless appeals were periodically renewed, files

Public documents—Continued.

would regularly lapse. To facilitate this renewal we opened what we term a date record, a record showing the date on which each recurring report of the series falls due, somewhat on the plan of a borrowers' record in a public library."

Building up the Canadian archives. *Nation*. 83: 52-3. Jl. 19, '06.

Classifying and cataloging public documents. *W: R. Reinick. Pub. Lib.* 11: 51-3. F. '06.

Concerning publications of U. S. Department of agriculture. *Pub. Lib.* 11: 106. Mr. '06.

Leaflets issued without serial numbers by the Department of Agriculture are not considered as publications by that department. They are printed for use in correspondence and should not be distributed to, or listed by libraries says Jos. A. Arnold, acting editor and chief of the division of publication, Department of Agriculture.

Congressional bills and reports in libraries. *W. Austen. A. L. A. Bull.* 1: 153-6. Jl. '07.

Congressional bills and resolutions are at present sent only to the Library of Congress, and the John Crerar and the New York public libraries. They may be had on application to Washington however. The paper discusses plans by which libraries which would make use of public bills might obtain them.

Documents for small libraries. *A. R. Hasse. Pub. Lib.* 11: 511-3. N. '06.

Miss Hasse thinks the depositing of government documents in libraries a greater burden than small libraries can well stand, believing that a library can better afford to buy the few documents that it needs than store and take care of so many that are never used.

Government documents. *Dial.* 40: 283-5. My. 1, '06.

Library of public documents in the office of the superintendent of documents. *F. A. Crandall. Lib. J.* 32: 203-6. My. '07.

The library is not specifically provided for by law and no money has ever been spent by it in buying books. Some of its volumes have however been acquired by exchange of documents. "The law directs the public printer to supply to the Superintendent of documents a copy of everything he prints except letterheads, blank forms, and confidential publications, and also directs every department of the government to supply a copy of everything it publishes." But this has not always insured copies of current publications to the documents office. Hearings before congressional committees and "separates" of scientific bureaus have been particularly hard to obtain and separate requests have usually been made for each one. The hearings are a peculiar sort of publication. "They include evidence and arguments on sundry burning questions of the day, usually the evidence and arguments of experts or of the persons most interested. They are thus first hand material on great public questions and surely worthy of publication if any public documents are. But under the interpretation of the printing law which has hitherto governed there is no provision for the preservation of these publications. The amount printed under this head every year runs into thousands of pages, but not a page is preserved in the printing office, not a page is sent unsolicited to any congressional document room or folding room, or any library." The reason is either that the hearings have been public, or when private the printing has been considered confidential and all copies have been sent to the committee ordering them. Often it is only by keeping a

sharp lookout that the documents department knows what has been printed. Until last department has been a sort of documenting house but this has been discontinued because the office became gorged with documents. The summary of the strength and weakness of the library is very interesting and interesting to one who wishes to know what is included in a complete set of government documents.

New York City record. *A. R. Hasse. J.* 32: 207-8. My. '07.

"The City is the name of the official of the city of New York. So far as I am no other American city supports an official. It is a custom common to common municipalities, but does not seem to have generally adopted in England or America is published daily except Sundays and holidays. It includes the publication of resolutions and ordinances of both boards municipal assembly, all recommendations committees, all final proceedings of the five branches, full copies of all messages, mayor, and of all reports of department officers. . . . The paper is an exceedingly valuable aggregation of material of its kind usefulness is hopelessly frustrated by a villainous system of indexes. This stupid of creating valuable material and then adding its use by the crudest makeshift feeblest apologies for indexes is so characteristic of official literature, that mentioning on the defects of the City record in this respect, is only remarking upon what is common to ninety-nine hundredths of public documents.

Obstacles to a proper use of documents by depository libraries. *H: M. C. L. A. Bull.* 1: 149-53. Jl. '07.

It is difficult to obtain a complete set of government publications for "there is no provision for the regular supply of reports and publications not included in the numbered and even the superintendent of documents it hard to procure them for the documents library. The superintendent of documents receives about 500 copies of documents for distribution to depository libraries. If the records of his office show that a copy has been made a library, although a clerk may have sent it, or may have misdirected it, or have been lost in the mail, there is no provision in law for its replacement, and the unforgotten library will have to buy its copy." Often the library is loaded down with duplicates of the various sources from which documents are distributed. Title pages and binders do not always agree, and titles are changed and are usually much too elaborate. "The greatest difficulty in the use of government documents is found in indexing and logging them." Nearly every bibliographic check list or catalog is inadequate, and they are not only numerous but they have no uniformity. Until recently more attention has been paid to author than to subject. Subject headings are frequently unsatisfactory.

Output, distribution and cataloging of government documents. *W: L. A. L. A. Bull.* 1: 135-45. Jl. '07.

According to law the member of Congress from each congressional district has the right to name a library which shall be the depository of public documents in that district. The distribution of documents costs the United States \$300,000 a year. Often this generosity is a burden to the libraries receiving the documents they have not room to accommodate them. Documents are returned to the superintendent of documents they should be properly indexed often they are nothing but a mass of papers boards when they reach the office. Publications should be treated by each library as part of their reference department. The provision of the United States law, that the property of the United States, not individual libraries. The new law "remove the sheep bound sets all the annual and

Public documents—Continued.

publications, giving them to you in their first issues, and therefore you will not be forced hereafter to go through the sheep bound volumes to find them." A check list is in process of compilation which will cover every publication issued by the government. Government publications are now advertised in the newspapers and this will help to popularize them.

Public documents as a library resource.

C. W. Smith. Lib. J. 32: 195-8. My. '07.

The possibilities of a document collection have been largely overlooked by librarians because they are considered such a difficult class of books to use. They should not be regarded as a source for raw material. They are of practical value to practical people in nearly all vocations in life and are frequently marked by a style and literary quality of high rank. "In a representative collection of public documents the housekeeper will be able to find reliable information in regard to foods, their cooking and their nutritive value and cost. The butcher will find illustrations of the various cuts of meat. The grocer can here post himself upon adulterations and can read analyses of cereal breakfast foods and baking powders which he wish to recommend to his customers. The physician will be interested in the health reports studies upon the various epidemic diseases. The farmer will find practical hints upon cultivation of his crops, with the best methods of eradicating weeds and checking the ravages of injurious insects. . . . Politicians may wish to inform themselves upon laws, treaties, tariffs, salaries and current political history. . . . the field of American political history no considerable work can be done without recourse to the United States public documents. Were other books and records destroyed, it would be possible from the federal documents alone to rewrite a fairly comprehensive history of the United States from the adoption of the constitution to the present time. The publications of the bureau of education are of particular service to teachers." There are several reasons that explain the hitherto small use of these documents. They are usually issued in unattractive binding and with ambiguous or misleading titles. They are either not indexed at all or the work is poorly done. "The catalog of the average library gives but little information as to the contents of the various sets of documents, and librarians themselves are not always able to render proper assistance. Personal familiarity on the part of the librarian is essential to the large usefulness of a collection of public documents."

Public documents in small libraries. C. Evans. Pub. Lib. 12: 345-7. N. '07.

The New York state library bulletin on United States documents gives a list of nineteen government serials, that should be in every library. It also gives a supplementary list of sixteen complete single documents that are useful in any library. Serial sets should be kept up to date. "There are at the present nine different ways in which it is possible to obtain a document. They are as follows: one from the bureau issuing the document, one from the department to which the bureau is subordinate, one from the superintendent of documents, one from your representative in congress and one from each senator of your state, and a second copy from each of the last three by asking for it by document number instead of by title." When a single document is wanted the best way is to apply to your representative. In the case of serials get him to have the library placed on the permanent mailing list. In small libraries do not keep these books by themselves but treat them as you would any other volumes. In cataloging government documents "enter each set or volume under the specific bureau or division responsible for its publication, never under the department to which the bureau belongs. For example: enter the Statistical abstract of the U. S. under U. S.—Bureau of statistics, not under the Department of com-

merce and labor, Bureau of statistics." The inverted form of heading as U. S.—Statistics, Bureau of, is the form preferred. "Put all pamphlets in the same class in one pamphlet box, making one subject-card for the catalog to stand for all pamphlets in the same box. For example: we have a subject-card in our catalog for Solis, and on this card we merely say Pamphlets, with the call number 631-pamphlet in its proper place."

Public documents in technical libraries.

C. H. Brown. A. L. A. Bull. 1: 156-8. Jl. '08.

"I . . . urge (1) a better knowledge by reference librarians, of the public documents, including indices, contents and scope (2) the inclusion of the public documents among the available resources of the library (3) an extension by the government of the indexing so well begun and recently abandoned (4) a more prompt delivery of public documents to libraries."

Report of the A. L. A. committee on public documents. A. R. Hasse. Lib. J. 30: C92-101. S. '05.

The report covers legislation that affects public documents from 1897-1905, cataloging, card enterprises, instruction in different schools, and a list of the more important documents issued in 1904-1905, also American state documents, and foreign documents.

Report of the committee on public documents. A. R. Hasse. Lib. J. 31: C140-5. Ag. '06.

"The comparatively limited use of public documents in the majority of libraries when compared with the cost of cataloging and maintenance, probably makes them one of the most expensive assets of a library. If they are carted away into cellar or attic, there is a breach of the trust which exacts that these books be made and kept available. If they are shelved, then a disproportionate amount of shelf room is being given by most libraries to a class of books for which there is a very limited demand. If, finally they are cataloged by the library, their cost to the library is enormously increased."

Report of the committee on public documents. A. R. Hasse. Pub. Lib. 12: 251-4. Jl.; Same. A. L. A. Bull. 1: 132-5. Jl. '07.

A system of depository distribution of public documents was by the law of 1858 and 1859 based on congressional designation, viz., the basis is one of population. The real users of these documents are however, specialists. Hence the basis of distribution is wrong. In 1859 there were twelve depositories. In 1904 there were 500. This increase is out of all proportion to the demand for the documents. But "in all the 50 years that the depository system has been in operation, government and the depositories have never taken a single step to bring about a mutual hearing." These documents are not a negotiable asset because the valuable information locked up in them has not been made accessible. Librarians have not known how to use these resources. "But . . . the very gravest thing about the preponderance which mere bulk has given to federal documents, is the entire elimination thereby of interest in local documents," and in "time to come these will be of the greatest service to the historian, using that word in its widest meaning. To-day is the time to collect them, for to-day the institutions which they represent are in a formative period."

Small library's solution for public documents. J. G. Smith. Pub. Lib. 11: 514. N. '06.

The East Orange, N. J., library solved in the following way the public document prob-

Public documents—Continued.

lem; it sorted and transferred all documents to an assembly room and arranged them in series, then discarded many of little use to that library and "accessioned, classified, shelf-listed and cataloged" those to be retained. Certain valuable monographs were cataloged and the remaining material bound with them ignored. "Series that appear monthly as unbound pamphlets and afterward come to us bound are treated as periodicals. To secure monographs on special subjects the government catalog is consulted. The Congressional record is filed in the men's reading room until the opening of a new session of congress, then it is thrown away.

United States government documents.

James Ingersoll Wyer, jr. (Bulletin 102. Library school 21. New York state library.) O. 7-78p. pa. 15c. '06. N. Y. state education dept.

A valuable pamphlet for librarians. It discusses the production and nature of government publications; how they may be acquired; the method of arrangement and classification in libraries; rules for cataloging; and a list of the indexes to them that have been published.

United States government documents: a

list that should be in even the smallest public library. J. I. Wyer, jr. N. Y. Lib. 1: 43-5. Ja. '08.

United States public documents and their catalogs. E. E. Clarke. Lib. J. 31: 317-8. Jl. '06.

"In 1892 Mr. Ames issued his 'Check list of public documents . . . 1st-53d congress.' . . . In 1894, Mr. Ames's 'Comprehensive index, 1889-93,' appeared. . . . Since 1895, the present series of guides to the documents, are as follows: (1) the Monthly catalogue, including all United States publications, entered under the departments and bureaus issuing them, the latter arranged according to their organization in the government; (2) the large, full catalog of the public documents of the United States, by subjects and authors, or 'Sessional catalogue,' including all publications of the period of a single session, later of a single congress. . . . (3) The 'Document index,' including only the congressional set of documents and in title-aline index form. . . . still keeping each publication under its government bureau author, alphabetically by such government authors." Since Jan., 1906, the alphabetical index to the Monthly catalogue has been discontinued and the entries have been rearranged. With this new arrangement and the loss of the index it is almost hopeless for anyone except a document-expert to find anything in the catalogue.

Use of documents in the public library.

W. R. Reinick. A. L. A. Bull. 1: 146-9. Jl. '07.

"The large library which does a large amount of reference work should collect all documents, while in the case of the small library, the librarian would have to use his judgment in selecting. . . . Every library should collect the publications of the state and city in which it is located, especially those documents relating to the political history." Even when a library is a depository it does not necessarily receive all the United States documents, and these are only sent from the date the library was so designated. If the Library of congress would "publish a weekly or monthly bulletin of the publications of governments, states and cities which they receive, it would enable the librarian to know what has been published, and he could send for such publications as he thinks would suit the demands of his library." The Free library of Philadelphia classifies public documents by states, cities and national governments. United States publications are however classified by departments. "All the re-

ports and important papers contained are cataloged under the author, sub also title when it seems necessary. Library has only a limited amount of spend upon the cataloging of documents. I think that the labor could best be spent on the subject catalog, as from personal experience I find that the majority of people for reports upon a specific subject." mistake in cataloging to write the on the card. As the primary use of the is for the public, the short title is. Keep the check list up to date keep of the date when publications are due. This enables one to write for reports are due. "No reference work worth of can be done without referring to do Every compiler of an encyclopedia, ye editor of a newspaper, etc. has to depend these reports as authority for the at which they make. The manufacturers depend upon these reports for his discoveries, inventions, and in finding for his goods. Governments and states constantly making investigations on numerous subjects, the cost of which would prohibit people undertaking them. The results investigations are then published in reports, and the library that keeps its collection up to date, is able to give more recent data than the reference. very often the reference book has been published before there are later government reports made upon subjects contained. Put paper bound pamphlets in a che phlet box, and paste the title on the b

Uses of government documents in

iversity library. L. Ambrose.

30: C86-91. S. '05.

The congressional documents in a library were checked with red ink in checklist of public documents. "The numbers [given in this checklist] were the backs of volumes of the sheep with stub pen and black ink, until it was reached in the set where the were sent from Washington with the number on the back as part of the left the ultimate organization of the library progress, the sheep-bound set will be together and the volumes referred to by number composed of U. S. and the number. The departmental publications classified according to their subject matter. The federal documents have entered university work in [many] ways. . . . The on the congressional series are as varied contents. One professor, whose department political science, international law, diplomacy, picked out 250 volumes from files for the use of his classes, as were reports issued by the department of state debates, proceedings of congress and ever title, the American archives and state papers, and selected volumes congressional series have furnished sources for the seminar in American as also the statutes at large and c of treaties and international convention. Whole sets of reports issued by the department have been in the economic for months at a time. The Office of the war of the rebellion have set history people. The reports of the education are consulted by many, a constant demand for the work of the ment of education. The set of the sus is in the reading room with other books. . . . Even the institution that no graduate courses should give attention collecting documents, for this advantage may be developed in the future. Document sources, and as such essential in a library where real work is done."

Utilizing government documents

Merrill. Lib. J. 32: 361. Ag. '0;

"At the Newberry library we have found the documents of the utmost use in line of reference work, and the government indexes to them are indispensable. I

Public documents—Continued.

which the government is doing in indexing these publications is just so much labor and money saved to the libraries of this country. . . . How many librarians of small libraries in farming communities appreciate the service they may render to the material welfare and profit of their region by posting up a well-selected list of publications of the Department of agriculture that bear upon improved methods of cultivation? The adoption of these methods will mean dollars and cents to the farmers who have acquainted themselves with them and have applied them in the field. One farmer, who can raise two bushels where he formerly raised one, or can produce a better grade of vegetable, is enough to 'boom' the library where he was put on the track of the new scheme."

What shall we do with public documents?

W: S. Rossiter. *Atlan.* 97: 560-5. Ap. '06.

A statement concerning the increase in the number of government publications, the present method of distribution, and the system of distribution by sale.

Public use of the library. See *Libraries, Use of by the public.*

Publishers and publishing.

See also *Book prices; Copyright.*

Book publishing. J. B. Lippincott. *Ann. Am. Acad.* 28: 1-15. Jl. '06.

Book war: another comment. H. Barlow. *Lib. World.* 9: 198-201. D. '06.

A defense of the publishers.

How books are made. E. T. Stiger. *Ind.* 63: 1220-4. N. 21. '07.

The story of the making of a book from the time the publisher receives the manuscript until the book is ready for the market.

Plan of the American publishers' association adopted at a meeting held Jan. 9, 1907. *Lib. J.* 32: 20. Ja. '07.

Publisher in peace time. J. Murray. *Contemp.* 90: 761-71. D. '06.

Writers and the publishing trade, circa 1600. P. Shearyn. *Library, n.s.* 7: 337-65. O. '06.

Purchase of books. See *Book buying; Book prices; Book selection.*

Q

Quartos. See *Shelving of books.*

R**Railroads.**

Railway libraries. *Lib. J.* 30: 927-8. D. '05.

"In the United States . . . 48 railroads, representing approximately 53 per cent of the total railway mileage, report library and reading-room features. These roads have about 800,000 employees, or about 60 per cent. of all the railway employees of the country. The number of volumes in their libraries is about 250,000. . . . Railroads in Mexico, Panama (since 1860), England, India, Uganda, South Africa and Australia all support libraries."

Reading.

See also *Children's reading; Fiction.*

City's tastes in literature. *Pub. Lib.* 10: 15. Ja. '05.

Comfortable books. E. Woodbridge. *Outlook.* 87: 126-7. S. 21. '07.

Comfortable books are most often not the books of the present but of the past, and they must never be read hastily.

Delights of indiscriminate reading. P. F. Bicknell. *Dial.* 40: 111-2. F. 16, '06.

Direction for popular readers. E. A. Baker. *Contemp.* 89: 498-504. Ap. '06.

Guide-books to books are badly needed. Half the reader's efforts are wasted in finding out the right books. "A well-organized library . . . not only provides books, but offers its readers invaluable guidance in the choice of books. . . . To carry on such a work efficiently, a librarian should be a man not only with a liberal education, but specially educated in the science of books." Mr. Baker gives a list of guide-books to books with characterizations of the same.

Education of a reading public. J. N. Larned. *Lib. J.* 32: 147-53. Ap. '07.

"A true newspaper, veracious, conscientious, broadly intelligent, seriously thoughtful, honestly endeavoring to be a faithful historian of the passing day, is an educating agent of the greatest possible power. Nothing can feed a mind better, for the liberal, large growth of conceptions, judgments, feelings, imaginations, interests in life, than a wholesome attention to the day by day movement of significant and suggestive events in the whole round world. It is the study of history at its birth." On the other hand a public that tolerates and encourages the degradation of news by "audacious falsifications and false coloring . . . will surely become mean of mind, vulgar of spirit, reckless of the higher interests of society and blind to its own good." The educational value of novels which are true literature is very high. They give a remarkable widening to our outlook on life and human nature. But for the attainment of a moral culture biography is better. "I have sometimes thought that a liberal long-continued course in reading in biography, established in our common schools as the basis of an undertaking of moral influence, to which every other undertaking of the schools should be subordinate, might make them a new power in the world." For broadening political convictions and social aims and illuminating daily life nothing is so enlightening as history. There is a charm in poetry for "every human creature who is not a clod. . . . Can we not in some way, much more than we do, bring our young people within the touch of it, to find it and feel it and be captive to it all their lives?"

Great commonplaces of reading. J. Morley. *Critic.* 48: 144-52. F. '06.

"The object of reading is not to dip into everything that even wise men have ever written. . . . Most books worth reading once are worth reading twice and—what is most important of all—the masterpieces of literature are worth reading a thousand times. It is a great mistake to think that because you have read a masterpiece once or twice, or ten times, therefore you have done with it. Because it is a masterpiece, you ought to live with it, and make it a part of your daily life."

Helping those who might learn to care for books. *Dial.* 40: 109-10. F. 16, '06.

Many unfortunates are toiling thru artificially planned courses of reading and are but little stimulated to a love of literature. A "simple suggestion, in the line of an interest already existing, made by some person with a sympathetic insight into the workings of the inquirer's mind" would be far better. "This is the method by which library workers are to-day throughout the country stimulating young readers, and unobtrusively leading them into the pleasant paths of literature."

Reading —Continued.

Mental diet. K. M. Rabb. Pub. Lib. 12: 392-3. D. '07.

"Put aside the books you ought to read, but hate, and read the books you like. . . . The light story you crave, but are afraid of, may serve the purpose of the sherbet at the dinner—to remove from the palate the taste of the heavier viands and prepare it for the salad and the dessert. In other words, trust more to the guidance of your own mind, be less afraid of your own judgment, strive to cultivate your own tastes, rather than to shape your mind after some one's else pattern, and you will find less and less need of a mental diet."

Methods of securing better reading. G. S. Smith. Pub. Lib. 10: 171-3. Ap. '05.

Modern teaching and the library. J. B. Wharey. Lib. J. 32: 153-6. Ap. '07.

Is not the real meaning of education learning to read. Both librarians and teachers should be competent to direct "the young and inexperienced minds to the great books of the world."

On reading. G. Brandes. Internat. 12: 273-92. Ja. '06.

A discussion of what people should read and the way to read.

Problem of the girl. L. E. Stearns. Lib. J. 31: C103-6. Ag. '06.

There is a wide diversity of taste in the choice of books read by girls between fourteen and eighteen. Miss Stearns gives statistics of the classes of books read and of the individual books preferred. "If the girl does not read the great novels in her youth she is seldom likely to do so. . . . If till the age of eighteen or nineteen her taste for good literature has not been cultivated. . . . It is not to be expected that after twenty her taste will change to any considerable extent."

—Discussion. Lib. J. 31: C200-3. Ag. '06.

Reading habit in the United States. G. Michaud. Putnam's. 1: 203-7. N. '06.

Reading of farmers. Nation. 83: 178. Ag. 30, '06.

The only solid reading that is popular among farmers in Wisconsin is travels. The preponderance of fiction is what attracts the up-country districts just as it does the towns.

Reading of the modern girl. F. B. Low. 19th Cent. 59: 278-87. F.; Same. Liv. Age. 249: 195-202. Ap. 28, '06.

Reading ripe books. Lib. J. 30: 285-6. My. '05.

Responsibility for the public taste. A. Hill. Library, n.s. 6: 257-62. Jl. '06.

Stimulation of general reading in the college library. I. G. Mudge. Lib. J. 31: 764-8. N. '06.

Notes on this article are given under the heading College libraries.

To what extent can the public library direct the taste of readers? I. Rosenberg. Lib. J. 32: 401-6. S. '07.

The average person detests unsought advice, and personal interference is particularly obnoxious when it comes to choice of books. Accordingly the reading of the public must be directed in some other way. A good plan is to "purchase substantial editions of the best authors, and when obtained let them be where the people can handle them and choose for themselves." For example Jane Austen's *Sense* and sensibility in a poor edition was taken out three times

in a year. A new edition with good type in the open shelf room went out eighteen in nine months. The open shelf room is largest, pleasantest room in the library. . . . are kept, open to free access of the people some twenty-five hundred books, most of selected." These are collections of late and new books other than fiction, bound magazines etc. Here also is a collection of 300 of world's best books. "This whole collection such a success and circulated so many times which had previously seemed fairly rooted on the shelves. . . . that we concluded to make collection of the greatest fiction of all times. . . . There were nearly two hundred books in this collection which made their appearance with a sign bearing the following inscription 'Some novels which have stood the test of time.' . . . A large table is devoted to travel guides obtained from the various ways and steamship companies. A sign on the table refers to books on the shelves, while on the shelf calls attention to guides on the table. No exact statistics could be kept, the being replaced as fast as they were taken. . . . table of travel guides became so popular it was made a feature of the open shelf. These are changed to suit the season, new routes being displayed during the months, while southern and lake trips are served for the summer." The open shelf has been a marked success.

What do young men read? Pub. Lib. 252. My. '06.

What people read. F. Bell. Liv. Age. 264-73. F. 3, '06.

What the American public is reading. L. Shueman. Pub. Lib. 11: 190. Ap. '06.

"Because 40 per cent of the books in the present time are fiction it is folly to to the conclusion that public taste is deteriorating. . . . It should be remembered that no immoral book has ever been on the list of sellers, and that American people are avid of anything morbid or pessimistic, but demand a rule, clean and wholesome reading."

What the negro reads. G. B. Critic. 49: 28-30. Jl. '06.

What's it about? M. van Buren. Pub. Lib. Com. Notes. 2: 55-7. N.

How the librarian may answer the question What is the book about?

Reading lists. See Book lists.

Reading rooms.

See also Newsrooms.

Ladies' rooms. M. Gilbert. Lib. J. 10: 78-80. Ag. '07.

A plea for a separate reading room for women.

Open-air reading room. World's. 12: 8025. S. '06.

The New York public library on Rivington street has opened a roof garden reading room and the experiment has proved very successful.

Reference books.

Loaning reference books. Minn. Pub. Lib. Com. Notes. 9: 27-9. D. '06.

The question of loaning reference books must be looked at with an eye to the future as well as the present. Books that are do not last as long as those used in the library. Encyclopaedias are constantly being replaced, but it is difficult, times impossible, to replace bound magazines. "Anyone has a right to expect all reference books to be at his disposal during the time the library is open." When one has a reference book he wants it badly. It is to have a rule that reference books are

Reference books—Continued.

be loaned, with a tacit understanding that the rule may be waived, tho the breaking of the rule will usually prove unsatisfactory.

Reference books of 1904; supplementing the A. L. A. guide. A. B. Kroeger. Lib. J. 30: 5-10. Ja. '05.

Reference books of 1905. A. B. Kroeger. Lib. J. 31: 3-7. Ja. '06.

Reference books of 1906. A. B. Kroeger. Lib. J. 32: 11-3. Ja. '07.

Reference department.

Amalgamation of lending and reference libraries. W. C. B. Sayers. Lib. Asst. 5: 89-93. Ap. '06.

The reference department should be by itself and should furnish a place where readers will not be disturbed.

Applied science reference room in the Pratt institute library. il. Machinery. 26: 16-7. S. '06.

First \$100 for reference books. J. I. Wyer, jr. N. Y. Lib. 1: 8-9. O. '07.

Methods of popularizing reference libraries. W. C. B. Sayers. Lib. World. 10: 4-6. Jl. '07.

"Select bulletins" giving the cognate works in the reference library are inserted in a prominent place in books in the lending library. These draw the attention of the student to other books and also constitute a brief reading list on the subject in hand. Besides they are excellent advertisements of the reference department.

Municipal library's most expensive and least useful department. E. A. Savage. Lib. Assn. Rec. 7: 429-42. S. '05.

Mr. Savage maintains that many of the books now kept in the library as reference books should be put on the circulating list.

Reference library: plans and arrangement. T. E. Turnbull. Lib. World. 10: 37-40. Jl. '07.

Science reference room. Sci. Am. 95: 486. D. 29, '06.

In the applied science reference room of the Pratt Institute free library there are "nearly a hundred trade and scientific papers, giving the latest news of the industrial world. There are besides over fifty of the labor union papers, of which a file is preserved. The publications of the United States patent office are kept here also, and are used daily. . . . A large collection of trade catalogues furnishes the very latest information in many lines, and is being enlarged constantly. . . . One new feature of the room is a collection of mounted cuts of machines and mechanical devices. A man looking up a new form of chuck, for example, will find a score of cuts showing different chucks, and among these may well find some that will be of service to him."

Suggestions on the planning of an ideal library: an utopian forecast. W. J. Harris. Lib. Asst. 5: 86-9. Ap. '06.

Mr. Harris advocates shelving reference books with the other books. Thus all books on specific subjects would be brought together. In many cases the reference department is the least used but the most expensive department of the library.

Thoughts on the reference department. H. Barlow. Lib. Assn. Rec. 8: 647-53. D. '06.

"We are all agreed that dictionaries, encyclo-

pedias, gazetteers, atlases, directories, annuals, university calendars, and other publications that fall into the same category, are essentially works of reference, and that these should constitute the bulk of this department. Works written on the industries, arts and other special features of the town or immediate country in which the library is located, are housed in this part of the library; so also are the local collections. . . . Bequest collections are generally assigned to the reference department, there to rest peacefully on the shelves of glass-fronted book-cases—probably under lock and key. There they remain more pleasing to the eye than useful to the mind, until they decay thru want of reasonable usage and the ravages of time. The public would derive just as much benefit from them were they used to adorn the graves of those who formerly possessed them. . . . No book of reference, unless it be a duplicate, should be issued for use beyond the walls of the library, that is, during the hours the library is open. But on the practice of lending books of reference to readers at closing time at night on the condition that they return them at opening time next morning, no comment is offered; it is a privilege for which many readers would be grateful, but a procedure entirely at the discretion of the librarian." Open access should surely be had to the reference department. "What can be more provoking to any man than to rush into a public library to consult a time-table, and to find that he has missed a train thru time wasted in being obliged to fill in his name, address, and occupation on a slip of paper? To a student having occasion to consult perhaps twenty or thirty works of reference during one visit to the library, what can be more harassing than the obligation to go through the same formality in the case of each book required? Committees have no moral right to place these restrictions on the use of books."

To popularise reference libraries. A. J. Hawkes. Lib. World. 9: 433-7. Je. '07.

It is lamentable that reference libraries generally are little used. The Bournemouth central library (England) has tried with success the following plan for calling the attention of readers to books of reference. "In a book belonging to the lending department a slip is inserted, on which is entered the names of works on the same subject contained in the reference library. The slip is fixed in front of Chapter I., where it is sure of being seen by the reader." At its foot is a note stating that such books will be lent to students at the discretion of the librarian.

Reference work.

See also Bibliography; Clippings; Legislative reference department; Municipal reference work; Reference books.

Children's reference work. E. E. Burdick. N. J. Lib. Assn. Rept. 6-7. O. '06.

Notes on this article are given under the heading Children's department.

Educational value of reference room training for students. W. Austen. A. L. A. Bull. 1: 274-7. Jl. '07.

The first step in developing the individual in so far as he uses the library for educational development is the ability to use the knowledge already acquired. The next step is to arouse his interest in some subject about which books can be given him. A third step lies along the line of developing a capacity of seeking for himself books wanted, either specifically or on some subject. The stimulus for arousing interest in subjects comes first from the teacher. The stimulus emanating from the librarian may take the form of one or more general talks to the students in order to arouse if possible an interest in books. These talks may be supplemented by printed directions about the catalog, indexes, etc. The best way is to so arouse the students that they will elect a course in bibliography.

Reference work -Continued.

First years of reference work. J: Warner. Lib. Asst. 5: 84-5. Ap. '06.

Library and the newspaper. A. N. Brown. Wash. Lib. Assn. Bull. 3: 1-3. Ja. '07.

"Not all newspaper men are appreciative of what a mine of information, what a splendid aid to him in his work is the up-to-date public library, with its card index systems, its trained assistants, its store of standard reference works and its great accumulation of periodical publications. Those who have learned the value to them of a public library are the firmest friends of the library movement that can be found. . . . The good librarian should make it a point to study newspaper needs, and to learn newspaper requirements, for in so doing he benefits not only that particular newspaper or writer, but all the readers thereof, and I take it that the object of the good librarian is to make the stored knowledge of his library available to the largest number of persons possible. Thus, when a club reporter appears some day and says that his managing editor has sent him to get some facts about the organization of the steel trust, to be used in an editorial, the librarian should be able by his periodical indices and his card catalogs to produce every important fact about the organization, for few of the monthlies and weeklies have failed to treat the subject at length in recent years. Again when a special writer, handling an historical topic, wants to know some facts and dates about the operations of the Hudson bay company in the Pacific northwest in early days, the librarian ought to be able to produce not only the several books on the subject, but also references in periodicals and in books that treat of other subjects chiefly and of this only indirectly. All a library contains about the Hudson bay company is not found in books that bear 'Hudson bay company' on the title page. In other words, a topical index is quite essential."

Mistakes of the bureau of information.

Lib. J. 30: 341. Je. '05.

Reference work. L. M. Clatworthy. Lib. J. 31: C263-5. Ag. '06.

Mr. Dewey says reference work is "systematic aid to readers," and adds "The rapid development of reference work comes from the recognition of the library as an educational force." Effective reference work can only be done when a library is well classified and cataloged. Then the librarian should know his community. One of the ways to serve inquirers is to teach them to help themselves. This training in the use of books should begin in the schools.

Reference work at the University of Illinois. Pub. Lib. 12: 225-6. Je. '07.

"Explicit typewritten directions explaining the rules of the library regarding reference books and the use of the catalog, relieve the reference librarian of a number of questions." Periodicals are treated as reference books. Certain books not usually regarded as reference books are, when needed for special work, placed on the shelves in the reference room, and this simplifies the work at the reference desk. Periodicals are separated from reference books and bound sets of the more popular ones are placed on open shelves in the reading room. A course in general reference is given early in the school year to the students. This relieves the reference desk and also adds to the working efficiency of the students who take it.

Reference work in a small library. M. Banks. Wash. Lib. Assn. Bull. 2: 5-7. Ja. '06.

"Reference work is about one-fourth a knowledge of books, and about three-fourths the ability to find out clearly what is wanted. So often a timid inquirer, unwilling to show

his ignorance, will ask to be shown the title books, when in all probability he is searching for the location of some small to some equally foreign subject. Judgment so almost as necessary as a knowledge of books, tho both will, in a measure, come with experience. A boy or girl, and many a person as well, is often appalled by the chance of material furnished by the zealous assistant. One must not give a small boy, teacher has told him to find out something about coal, Roscoe & Schorlemmer's Text on chemistry, nor must the ordinary librarian be discouraged by being presented with an article that has been written on the subject. Even with a small book fund it is possible to buy a few reference books, which may be made to answer the questions of your patrons. The majority of the patrons of a library want only a little information on a subject, but they want it quickly, often prefer to go without rather than wait for it. Those who are willing to search for what they want, do not, as a rule, care to know what has been published on a subject, but what the town library has on it. . . . In selecting reference books, beyond a few of the more standard ones, one must consider the people of the town who are most apt to come to the library. . . . However, all libraries, whatever their constituency, should have certain books. . . . I would advise all, no matter how small, to subscribe for a certain number of periodicals, to be preserved as reference books, selecting those indexed by one of the cumulative indexes to periodicals; also a few of those indexed in the book of the 'Readers' guide to periodicals literature.' This covers only the years 1910-1911. The periodicals included in it are, within the possibility of most book collections. The New International is the best of the encyclopedias and the Standard the best dictionary. The World almanac, costing twenty-five cents, contains a marvelous amount of information. The Statesman's Year book is necessary for pinpointing the Biographical dictionary covers the geographical field. Harper's Book of facts contains historical information. Hoyt's Cyclopaedia of quotations is the best book of quotations. Kroeger's Guide to reference books gives the best reference books on all subjects. Before closing, I wish to emphasize the importance of the small library of certain government publications (tho by no means would I advise them), and the importance of the librarian familiarizing herself with the contents, at least the Reports of the census; the Yearbook and Special reports and Farmer's bulletins issued by the department of agriculture; the annual reports, bulletins, mineral resources and water supply papers of the Geological Survey, and all of the publications of the Department of labor, now called the Department of commerce and labor. To these I should like to add the U. S. Commissioner of education's last report, if no other. . . . As nearly all of them may be had for the asking, there is no reason why every public library should not make use of them. Yet it is surprising to find how many reference librarians, even those of long experience, are ignorant of the interesting and valuable material to be found in government documents and continue to view them merely as volumes of uninteresting statistics and nothing more."

Reference work in a small library. Van Buren. Minn. Pub. Lib. Notes. No. 2: 1-4. Mr. '05.

The patron is usually unfamiliar with reference books and the system of the library. Meet him more than half way "and make him feel that his interest is ours." Do not waste time in putting volume after volume before him when he wants only facts not treatment of the subject. Preserve or slip references which have required considerable search to prepare, and are certain to be called for again. If they are dated, new references can be added.

reference work—Continued.

come in without loss of time in finding out what dates the last references included. Work on club programs during the summer. Students need a great deal of guidance as they become independent in the use of many tools. Meet the classes in groups and in the arrangement of the books, the use of catalogs and of the periodical indexes to them. "The books for circulation can be made useful to reference workers if they are properly analyzed when cataloged."

reference work in colleges. H. R. Mead. Lib. J. 30: 284. My. '05.

reference work is an important branch of library administration, and one that can not be well cared for. In its college aspect it should be the student the most important department of a university library. . . . The essentials for success in reference work may be summed up under four headings: (1) Concentration of duty in one person of experience and ability; (2) reliable records; (3) good selection of books; (4) convenient accessibility of the books."

reference work in public and in college libraries. W. B. Briggs. Lib. J. 32: 492-3. N. '07.

practically the same collections of books are in college and public libraries. In the college library however many books are retained while in the public library there is more for the patent office publications, state municipal documents, local histories and legends. In the elementary college classes reference work is done beyond the required reading. Interested students usually go to their instructors for help. Because specialists in every field are available at a college much reliability is taken from the reference librarian. Yet he should be both practical and well trained for he can do much to help both teaching and students. The public library should have the aid of specialists more often than it does. To-day the workers are testing the efficiency and value of the reference work in public libraries. Practical questions are asked and the needs are presented and the reference librarian should do his utmost to help every one. Especially should he be ready to help the legislators.

reference work in the school libraries. C. Ely. Minn. Pub. Lib. Com. Notes. 2: 5-7. N. '07.

selection of useful reference books is given with suggestions on the way to teach pupils how to use library catalogs, general indexes and reference books.

research work in public libraries. J. B. Thomson. Lib. World. 9: 320-3. Mr. '07. "In answering questions and directing patrons to the best sources of information, that librarians and their assistants can show their usefulness. Their utility in this respect increases the general public that their knowledge of books extends beyond the title page. The library must furnish counsel to those who are its treasures. The ideal public library is the realization of the people's university, supported by instructors—whatever name be given to them—fully competent to guide and instruct its pupils, and to make its books of inestimable value to them."

subject hunting: reference department. J. Hawkes. Lib. World. 10: 156-9. N. '07.

the primary duty of a reference library assistant is to aid enquirers in research. This is an onerous and exacting duty and its performance may make or mar the reputation of the library. Whoever does it "needs to know the location of practically every volume under his hand." He should make note of any unfamiliar words and then at odd moments should insert these words up in the dictionary. He

should also "make a careful study of biological orders." Encyclopedias and text-books should be shunned unless one is already familiar with the subject. When a subject has once been looked up make note on a card of articles about it, and file the card for future reference.

Use of books. C. W. Andrews. Lib. J. 32: 249-53. Je.; Same. A. L. A. Bull. 1: 7-12. Jl. '07.

"How to provide the personal assistance required for the proper interpretation of books . . . is one of the chief problems of library administration. . . . However carefully and skillfully constructed, the best catalog is a tool which many readers have not learned to use, which some can never learn to use, and which, even in the hands of an expert, cannot be made to do some kinds of work." A large proportion of readers "need the personal assistance of experienced and sympathetic reference librarians."

Use of scientific and technical books. C. H. Brown. A. L. A. Bull. 1: 163-5. Jl. '07.

Comments on this article may be found under the heading Libraries, Use of by the public.

Registration. See Loan department.

Religious books.

Principles governing the choice of religious and theological books for public libraries. G. F. Bowerman. Lib. J. 30: 137-40. Mr. '05.

Notes on this article are given under the heading Book selection.

Repairing. See Binding and repairing.

Reports. See Library reports.

Reviewing of books. See Book reviewing.

S

School children. See Children's department; Libraries and schools; School libraries.

School libraries.

See also Libraries and schools.

Care and use of township libraries. Wis. Lib. Bull. 2: 61-2. Ag. '06.

Condensed rules for accessioning, labeling, classifying, and shelf-listing are given. The outline of classification is condensed from the Dewey system.

Co-operation between the school library and the public library. Minn. Pub. Lib. Com. Notes. 7: 2-4. Ap. '06.

In Minnesota the school library is generally open to the public but in most cases it is little used except by pupils. Nearly all school libraries circulate books in the homes of children. But "the school library cannot fulfill the function of a public library" because it must consider the needs of the children first of all. Schools should build up reference libraries which have a direct bearing upon the pupils' studies. Minnesota, "regarding a library as a necessity in every school, . . . has made generous appropriations for these, allowing \$20.00 to each school district the first year and \$10.00 each succeeding year on condition of an equal amount being expended by the district for purchase of books from approved lists. The annual appropriation for this purpose is now \$20,000." There are now "5,578 school libraries in Minnesota having on their shelves a total of 732,760 volumes, with an estimated value of \$512,216."

School libraries—Continued.

County circulating school libraries in Washington. H: B. Dewey. Wash. Lib. Assn. Bull. 1: 5-7. Jl. '05.

Because so few of the school children in Washington had access to libraries a system of circulating school libraries has been developed. At first the districts contributed the funds for the purchase of the books. "Boxes, containing about 20 to 25 volumes each, were made in order to facilitate the transportation of the books. On the return of a box of books a teacher was permitted to make another selection, and so on indefinitely, thus giving the pupils a great variety of books in the course of a year. . . . The effect on the schools was gratifying. Better results were uniformly secured, especially in the language work, history, geography, and reading." Now the state laws provide for a tax levy not to exceed one-tenth of a mill on the taxable property of the county, the funds so raised to be used for school libraries. "During the past the county commissioners of Pierce county have purchased some 600 volumes for the library, thus increasing the total number of volumes to nearly 2,000. The books selected cover a very wide range of literature, and are such books as pupils can read to advantage. They are not books selected for adults, nor are they text-books. The books include general literature, history, biography, fiction, travel, natural history, etc."

High-school library problem. School R. 14: 762-3. D. '06.

"In every city school building there should be set apart as a library for the high-school grades and grammar grades one large room, hygienically lighted, heated and ventilated, arranged with comfortable chairs, even a few rockers. There should be daily papers, suitable magazines, art portfolios, a liberal supply of the best fiction, travel, adventure, and popular science, to say nothing of an abundant supply of real, live, unabridged historical narration, biography, essays, and compendiums of the various subjects pursued. Of course, the dictionaries should be there, and the gazetteers and cyclopaedias, but let these be courts of last resort. All the pupils should be taught the use of the modern card catalogue, which should be provided, and should make collections of reference of their own. The library should be the centre of activity of the entire work of the school. . . . Many of the pupils have absolutely no opportunity to see papers and magazines at home, and the school should provide them. If we are to lead the child to discriminate between literature that is worth while and that which is vicious, we certainly ought to give due attention to newspapers and magazines, for they make up the bulk of most people's reading."

How to make the library useful to high school pupils. R. H. Wright. Pub. Lib. 10: 460-2. N. '05.

The library "should contain a collection of books of such a nature that the pupil can find in it help to him in any of his studies. . . . Besides those books needed in connection with the classroom work there should be a collection of newspapers, magazines and periodicals sufficient for the pupils to keep up with all the current events of history, art, science, etc. There should be books too, on all subjects that tend toward the cultivation of the fine arts—music, painting, sculpture, the sciences, etc. The pupils should be allowed to use the library for two hours each afternoon as an intellectual recreation hall."

Library and its administration. Worcester, Mass. State normal school. Pamphlet A. O. 7p. il. pa. '04. State normal school, Worcester, Mass.

Library and the country schools. S. H. Hington. News Notes of Cal. Lib. 2: 3. F. '07.

When a school has only about \$50 a year spend on its library it would seem much wiser to have a state school library fund and send books out in traveling libraries to the schools. By this plan books could be purchased much cheaper and each school could have access to far larger number of volumes than its \$50 year could possibly purchase.

Library as an educational factor. M.

Ahern. El. School T. 5: 278-84. Ja. '05.

"Every volume should be chosen with a distinct and definite purpose in view." The library should supply collateral and supplementary reading. It should contain pictures, maps, lantern slides, and illustrative material. Supplementary reading should consist of books, travel, biography, discovery, invention, etc. A normal school library should contain books about education, statistics necessary to comparison, bibliographies, reports of the government, and of educational organizations and institutions. It should also have a model child's library.

Library in the school. Dial. 40: 73-5. F. '06.

In elementary schools a few reference books and a carefully-chosen circulating library should suffice. In high schools the case is different. In the high school the library is a laboratory for "fully one-half of the work done by students of the school." Yet of the natural sciences have twenty times much laboratory space assigned them as given to the library. "The library must be large enough to accommodate all the classes that need to use it. . . . It must be provided with many books, and often with many copies of the same book, which is quite as necessary as to do as to provide many microscopes for students of biology and many balances for students of chemistry. And it must have a generous appropriation for its maintenance, which means that the total sum annually available for school supplies ought to be apportioned about equally between the library and laboratories. It is a matter of the barest justice that as much money should be spent upon books upon biological supplies and chemical glassware and reagents." The use of books should be learned while in school. "The average student in a high school does not know the difference between a table of contents and index, does not know what a concordance does not know how to find what he wants in encyclopedia, does not even know that a dictionary has many other uses besides that supplying definitions."

List of books for school libraries prepared by the Oregon library commission. 2 pts. Pt. 1. Books for elementary schools. 111p. Pt. 2. Books for high schools. 53p. O. pa. '06. Oregon library commission.

Part one contains chapters on Information for school officers; A \$50 school library; Instruction for librarians; Suggestions for librarians and teachers; Cataloging and classification; School library law; Library supplies.

Proper organization of the school library. J. M. Beckley. Minn. Pub. Lib. C. Notes. 2: 73-5. N. '07.

Public school library system. L. I. M. Dowell. Educ. R. 34: 374-84. N. '07.

"A complete system provides for a small reference library for teachers and class libraries for each class; a general reference library for high school instructors and students and class libraries for the several classes; a course instruction in library administration and etc."

libraries—Continued.

students of higher schools; and a pedagogical library for the advancement of the teacher's professional interests and intellectual attainments."

schools and their libraries. A. A. Library, n.s. 7: 366-75. O. '06.

asis of a good school library should be Little literature should be purchased less than twenty-five years old. There be books of reference and standard in the chief school subjects. The li- should be officially appointed and should a salary for his work.

ence work in the school libraries. R. Minn. Pub. Lib. Com. Notes. 2: N. '07.

should be taught the use of library general indexes, and the most useful books.

on of libraries to public schools, n the teacher's standpoint. M. er. News Notes of Cal. Lib. 2: 93- '07.

crease the efficiency of these libraries ore books must be added, and here the superintendent may lend a hand by in- he various school boards in his dis- permit their small library fund to be either wholly or in part by the State and thus increase the number of books for each school."

on of school libraries to the public ury system. M. Dewey. Pub. Lib. 224-5. My. '05.

Buffalo public library . . . has shown how he efficiency of a city's school libraries ecreased by turning the question of se- cataloging, distribution, and in fact the nd administration of these libraries over oly organized and equipped public li- . . . The library will always have much icilities than the school for selecting, cataloging, repairing, and administer- s and for rendering aid to readers. Ex- th special training and experience and ir hearts in the work can certainly do ore than the average teacher over- with school duties and responsibilities. rican people want to get the best read- he largest number at the least cost. I nced that in many cases the line of instance in attaining this end is to treat ol libraries as branches, deliveries, or libraries belonging to the public library

l libraries. J. D. Stewart. Lib. rld. 8: 173-7. Ja. '06.

libraries prepare the child for using ic library and for using books in gen- after life. About 9000 out of 20,000 n England are provided with libraries. t satisfactory way of managing them is ont education and library committee. by the education committee alone rarely a representative selection of nd no trained supervision. The educa- rity instead of distributing the books ses them as a sort of good conduct Under the method of joint control the committee hears all the expenses, and ry does all the work. A special as- should devote all his time to school li- rk. The selection of books should be esentative as possible. A catalog e compiled for the use of children, not The word pictures instead of ill. or ght well be used. "When the books are talogued, they should also be marked d according to the age of the children e to use them]. . . This mark will be great help when apportioning the books is."

School library. Neb. Lib. Bull. No. 2: 1-5. Je. '06.

Status of school libraries. M. M. Reynolds. Wash. Lib. Assn. Bull. 2: 9-10. Ja. '06.

Successful high school library at Wausau. Wis. C. C. Parlin. School R. 15: 251-4. Ap.; Same. Wis. Lib. Bull. 3: 44-5. Je. '07.

The Wausau high school made its best room into a library, and put it in charge of an undergraduate who was allowed \$20 per month and two periods a day for recitations. "The library is open on school days from 8:15 A. M. to 5 P. M. and on Saturdays from 9 A. M. to 12 M. There is a complete author and title catalog of the books and a subject catalog is being made. "A pupil desiring to go to the library hands the teacher from whose charge he is departing a slip stating his name, the exact time of leaving, and the subject on which he proposes to read, and upon reaching the library hands the librarian a duplicate slip. Upon leaving the library the pupil hands the librarian a similar slip, and gives the teacher to whom he returns a duplicate. The teachers return their slips to the librarian, who checks them over and reports discrepancies to the principal's office. The slips are furnished in printed form; the pupils buying at one cent a pad the white slips used in going to the library and the school furnishing gratis the red slips used in returning from the library." Only reference works are purchased for the library and it is especially strong in United States history. Begun as an experiment the library has proved entirely satisfactory.

What England is doing. B: Carter. Lib. World. 8: 29-34. Ag. '05.

"The school board undertook to find the money, and the library committee to administer the libraries, a joint committee of management being appointed from the two bodies. . . [In this way] library funds are left free for the more legitimate work of a public library, and the education authority secures the services of a trained professional staff." The new education act of England authorizes a central library to send out traveling libraries on agriculture, natural and domestic science and various handicrafts, to villages. "Teachers are probably agreed as to the desirability of a small collection of books for purely reference purposes in every school; a collection of working tools, which should include a good cyclopaedia, such as Chambers's; a gazetteer, a biographical dictionary, a chronology, an English dictionary, and such other books as might prove useful."

Work of a small school library. J. Haines. Lib. J. 32: 159-60. Ap. '07.

The polytechnic preparatory school, Brooklyn, finds the use of pictures a great assistance in reference work. "For instance, the Abbey Shakespeare illustrations, cut from Harper's and mounted on light cardboard, are passed from class to class studying the plays, and have been a boon to the English teachers." Circulation of books has proved popular and has helped in the English work.

Schools and libraries. See Libraries and schools.

Scientific literature.

See also Technical literature.

Bibliographical aids to the use of the current literature of science. C. J. Barr. A. L. A. Bull. 1: 129-32. Jl. '07.

Use of natural history books. E: J. Nolan. A. L. A. Bull. 1: 123-8. Jl. '07.

An attempt "to indicate to those not familiar

Scientific literature—Continued.

with the specialties of the naturalist a few of the bibliographical aids to which he may have recourse in the conscientious performance of his work."

Second hand books. See **Book buying; Book prices.**

Selection of books. See **Book selection.**

Seven-day books.

Renewals, transfers and seven-day books.
J. Cloud. Minn. Pub. Lib. Com. Notes.
9: 28-9. D. '06.

Notes on this article are given under the heading **Loan department.**

Seven-day book: why not transfer it? J.
V. Cargill. Wis. Lib. Bull. 2: 44-5. My.
'06.

Notes on this article are given under the heading **Loan department.**

Shelf lists.

Card class register. A. J. Philip. Lib.
World. 7: 323-5. Je. '05.

"The term class register . . . is applied to that short entry list of books . . . known variously as the shelf-register, stock-book and class catalogue. . . . The card shelf register . . . lends itself readily to a compact revision of stock, to a perfectly movable classification, and to class elasticity. . . . The card used . . . is ruled for author, title, class letter and number, section number, and accession number, and for stock-taking for twenty or more years, with a liberal space for remarks, where replacement, binding, loss, or new editions may be noted."

Shelving.

Evolution of bookcases. J. W. Clark. Lib.
Assn. Rec. 7: 555-8. N. '05.

The Roman books were made in rolls. At the end of each roll there was a ticket to tell what the subject of it was. If it was especially valuable it had a case which was called a jacket. The Romans probably kept these rolls in pigeon-holes. The codex was probably the roll cut into pieces and to keep these codices cupboards were used which looked the same as our wardrobes of to-day. These presses were arranged around a central column. The monasteries of the middle ages kept their books in presses which were also arranged around a column. As a model for their bookcases the monks copied the lectern and it was to these lectern-like cases that the books used to be chained. Later when books became more numerous the desks were pulled apart and shelves were put between them. The next step was to put books against the wall and this system was first used in England by Sir Christopher Wren at Oxford. "He also conceived that it would be convenient for study to place bookcases at right angles to the wall, so that in the enclosed space thus formed classes could meet, and in this way he happily combined the old and new methods."

Shelving of books.

Library building and book stacks. B. R.
Green. Lib. J. 31: C52-6. Ag. '06.

Notes on this article are given under the heading **Buildings.**

Oversize books. J. D. Stewart. Lib. World
9: 208-11. D. '06.

"Theoretically, the advantage of having the entire collection of a library in one classified sequence is great; practically, it is necessary to have at least two sequences, octavo, including the bulk of the collection, and everything above octavo." Ordinarily a reader will expect to find all books in one sequence and he must be guided to any books which are not shelved there. This may be accomplished by

means of wooden reference blocks which give the class, author and title of the oversize book in whose place the blocks stand. They also tell the reader to go to the special shelves for quartos and folios to find the book itself.

Small libraries.

Common sense in cataloging small libraries. A. Van Valkenburgh. Lib. J.
31: C127-9. Ag. '06.

Cataloging in small libraries. E. P. McDonnell. Wash. Lib. Assn. Bull. 2: 2-5.
Ja. '06.

Notes on this article are given under the heading **Cataloging.**

Enlarging field of the small library. F.
A. Hutchins. Minn. Pub. Lib. Com.
Notes. 2: 39-43. N. '07.

Inexpensive resources for small libraries.
A. V. Milner. Pub. Lib. 11: 363-7.
'06.

"If I were fitting up the reference department of a new small library anywhere in the world, the first two books I should ask for would be the latest edition of the unabridged International dictionary, costing about \$8, and current volume of the Daily news almanac, costing 30 cents." Before selecting a third book, helps on library economy, bibliography and free publications should be considered. The first group is headed by Mr. Dana's Library primer; Miss Hitchler's A. L. A. Library tract, Cataloging for small libraries; Wyer's New York State library bulletin, U. S. government documents; and the A. L. A. catalog for 1904. These four cost \$1.80. Additional tools are Dewey's classification, Library school rules, Miss Plummer's hints to small libraries, A. L. A. tracts and the periodical "Library Work." Many valuable bibliographies are free or inexpensive. A carefully chosen supply of free publications may influence the selection of books. Many advertising booklets issued by railroads and manufacturers have valuable reference material.

Librarian of a small library. C. K. Bennett. Minn. Pub. Lib. Com. Notes. N.
1: 2-4. D. '04.

Notes on this article are given under the heading **Librarians and assistants.**

One year in a small library. B. C. Hall.
Wash. Lib. Assn. Bull. 2: 6-9. O. '06.

The Yakima, Washington, library was started in 1892. A librarian was put in charge in 1902. At that time there were 1000 volumes arranged alphabetically and some government documents, pamphlets, etc., covered with dust. "The charging system was certainly simple. Each borrower had a card made out with his name, address and date when his time was up. On this card were written the accession number of the book taken by him and date when taken and returned. These cards were piled up in alphabetical order on the table. There was no way of knowing when a book was overdue or who had had a book too long without going through the whole pile." The first improvement was to put the children's books by themselves. "My ideas of a librarian's duties were also extremely simple about that time, never having heard of library science or seen a library journal. . . . I thought all I had to do was to charge books and read." In 1904 a Carnegie library was promised and the librarian took a summer school course in library training. An accession book and a copy of Dewey's Classification were obtained. An attempt was made to charge books according to the Browne charging system. "One great benefit of this charging system has been to increase the circulation. Giving two cards to each person and telling them that the blue card was for an extra book if it was not fic-

aries—Continued.

raged those who wanted fiction any-
 thing else beside, and all the
 wanted to use their new card. . . . Last
 added one book which has brought
 to the library than any other.
 Readers' guide, a cumulative index
 of 1900-06. The monthly maga-
 zines' guide brings this down to date.
 thing was to get the magazines in-
 ails. Some of them we had taken
 since 1902." Many others came in
 ns when the people found out their
 . "The Readers' guide index brought
 school students to the library in a
 ok up debates. Another thing that is
 : valuable to the students is govern-
 ments. When they are classified,
 nd indexed and the students taught
 n they will add greatly to the refer-
 es of the library."

is of a small town library. S.
 kew. Lib. J. 31: 705-8. O. '06.

ary of less than 5000 volumes is the
 red. Most of its problems arise from
 ney. To do technical work the li-
 ght stay over hours. She should not
 le away by being too officious. She
 plans to make the towns-people be-
 interested that they will help her in

In the matter of supplies a wise
 should be used. In re-binding books
 ommission is a great help.

is of the smaller libraries. T: H.
 s. Dial. 44: 68. F. 1, '08.

library in a small town. Mrs. J.
 alker. Wash. Lib. Assn. Bull. 2:
 O. '06.

ce work in a small library. M.
 Buren. Minn. Pub. Lib. Com.
 . No. 2: 1-4. Mr. '05.

collections in small libraries. C.
 aine. Pub. Lib. 10: 271-3. Je. '05.

this article are given under the
 eial collections.

ive list of books for a small li-
 recommended by the League of
 y commissions. O. 58p. pa. 15c.
 eague of library commissions.

al notes for small libraries. M. E.
 tine. Wis. Lib. Bull. 2: 44. My.

this article are given under the
 ataloging.

library in Massachusetts; the
 of its upbuilding. (A. L. A. pub.
 ibrary tract, no. 8.) M. A. Tarbell.
 p. pa. 5c. '05. A. L. A. pub. bd.

nfild library has been confined to
 is open only during a part of two
 week and had until 1896 only from
 0 annually. Brimfield is eight miles
 broad. In 1905 it had nearly 5000
 ed volumes and had a large indus-
 ed community. Nowhere is there a
 public library. "The opportunity to
 ks is not only of practical help in
 lections, but promotes acquaintance
 ly intercourse with the books, and
 ns on terms of affectionate regard
 ed intimacy with the library. Peo-
 ke out as many books at a time as
 The stranger within our
 a night, or the sojourner for some
 hether road-surveyor or summer
 is all the privileges of the habitant
 . Conversation is allowed and Satur-
 igs are like a reception. Books are
 lying districts. The work of getting
 to the patrons is voluntary in most

cases. Travelling libraries have been of incal-
 culable benefit. A picture fund has been raised
 and pictures as well as books are loaned.

What the state library association should
 do for the small library. Lib. J. 31:
 C251-4. Ag. '06.

What the state library commission can
 do for the small library. Lib. J. 31:
 C247-51. Ag. '06.

**Social centers, Libraries as. See Libraries
 as social centers.**

**Social settlements. See Libraries and social
 settlements.**

Sociology.

Useful sociological books for debating
 clubs. M. F. Lindholm. Pub. Lib. 12:
 354-6. N. '07.

The list is a useful one because the books
 are marked pro and con.

Special collections.

Collections of the Wisconsin historical
 society on the history of the middle
 west. A. C. Tilton. Lib. J. 30: 917-20.
 D. '05.

Local collections: what should be col-
 lected and how to obtain materials. W.
 H. K. Wright. Lib. Assn. Rec. 7: 1-11.
 Ja. '05.

Special collections in American libraries:
 the John Carter Brown library of
 Brown university. M. E. Clarke. Lib.
 J. 30: 69-72. F. '05.

The library is a collection of Americana, and
 has also a strong bibliographical department,
 and an important collection of incunabula. The
 purchase of books still continues.

Special collections in small libraries. C.
 McIlvaine. Pub. Lib. 10: 271-3. Je. '05.

"The nature of a special selection in any given
 library will be determined largely by the char-
 acter of the community or the special inter-
 ests of the residents. For example, Belfast,
 the great depot of the linen trade of the north of
 Ireland, has its special Linen hall library, the
 chief feature of which is works relating to the
 staple industry of that city. Similarly, Grand
 Rapids, Mich., has now a special collection on
 the evolution, history and manufacture of fur-
 niture, which will ultimately be the largest in
 the world. . . . A local collection should contain
 all the literature that is obtainable bearing up-
 on the archaeology, topography, history, sci-
 ence, politics, art and social conditions of that
 locality. . . . An important branch of local inter-
 est . . . is the preservation of pictorial repre-
 sentations of localities. . . . By securing accurate
 representations of old buildings we can furnish
 a record for posterity whose accuracy can not
 be disputed. . . . I would [also] secure on rapid
 plates impressions of the daily appearance of our
 streets, of the principal lines of thoroughfares,
 and of the busy crowds by which they are tra-
 versed. . . . We sigh to think of the pleasure
 that might be ours if we could see pictures of
 the Illinois country as Marquette and La Salle
 saw it."

Special libraries. R. H. Whitten. Lib. J.
 31: 12-4. Ja. '06.

"In the great library the general collection
 should primarily be used to supplement the
 special libraries clustered about it. "Of course
 the special library should have a special staff
 and special methods, but the one important
 thing to be aimed at is quick service, "speed
 in placing desired material before the man
 who does not know where to look for it." Quick
 service would make the library a vital
 force in the everyday social, industrial and

Special collections—Continued.

commercial life of the community." To attain quick service all material bearing on a subject must be brought together in compact form. Cut up periodicals and books to attain this result. By the old method one consults the catalog to find a number of magazine articles on a subject. Then it takes a long time to have the volumes containing the articles brought to his table. He then looks over the pile and picks out what he wants. In the other case "he goes to the vertical file, picks out a handful of articles on the subject, selects the one or two desired, the whole operation occupying only a few minutes. . . . The special library is used by busy men in the consideration of problems that often do not admit of long delays for the bringing together of desired material. The clipping and classifying of articles saves the time of the librarian and of the reader and multiplies the use to which the material is put."

Staff and staff meetings. See Librarians and assistants.

Stamping books.

Stamping books. V. A. Aitken. Lib. World. 10: 155-6. O. '07.

A steel stamp "with ordinary post-office stamping printer's ink works best." Use but little ink. Rubber stamps are liable to smear and leave an untidy impression. Perforating stamps are fairly satisfactory but are not in general favor. A circular stamp is best because it always looks tidy. "Whatever pages may be stamped in the actual text, every title-page, first and last pages of text and all plates, maps, etc., should most undoubtedly bear the library mark. All impressions should be as close as possible to the text, which will allow for the rebinding of a book, during which process the margins are sure to be trimmed."

Stamping illustrations.

Stamping library books. A. T. Dyson. New York Times. 11: 326. My. 19, '06.

"Let the half-tones, photogravures, etchings, steels, and what not show forth in all their beauty, without the stamp imprint blotting out some of the artistic quality of the picture." The spoliation of illustrations in volumes loaned seems unnecessary. If some readers are dishonest, the great majority are not.

State aid to libraries.

See also Library commissions; Organization of libraries; Tax for libraries.

Public libraries, their buildings and equipment: a plea for state aid. M. B. Adams. Lib. Assn. Rec. 7: 161-77. Ap. '05.

The penny rate was established in England fifty years ago when the question of libraries was treated in a half-hearted way. Since that time the library movement has outdistanced the wildest expectations, and now any town can by a special act of parliament augment its penny rate. Twenty-eight towns have thus increased their rates and the result has not been a reckless expenditure of funds. The penny rate requires a difficult struggle to make ends meet in small townships and in country villages. "In most places the attempt is practically impossible. The total sum available in some instances can hardly suffice to light and warm even a small building, not to mention the purchase of books and papers with other current expenses. If in fairly big towns the penny rate is not enough, the whole thing in villages becomes preposterous. No restriction is imposed by statute on the rates to be levied for any other necessity in municipal development, such as baths and water supply, tramways, electric lighting, dust destructors, and every other form of enterprise. The library alone is fettered and hindered." In Canada, Australia and South Africa state aid is given to

libraries. In the United States property taxed to establish and maintain libraries Massachusetts the state subsidises public libraries, not only in big and small towns, but every village."

State aid to public libraries. T. E. Lib. Assn. Rec. 7: 99-104. Mr. '05.

An argument for state recognition of library work on the ground of its educational value. Schools are supported. Libraries should have a state income.

—Discussion. Lib. Assn. Rec. 7: 91-'05.

State's relation to the public library E. Henry. Wash. Lib. Assn. Bul. 2-4. Ap. '07.

"The theory of some degree of state aid and state control of public libraries rests upon two propositions: That public education is the duty of the state. 2. That the library is a public educational institution. There are people who question the first proposition, but it would be difficult to find a person who would so much question the second." Only lately has it been generally recognized that the public school is only one of our co-ordinate and cooperating institutions for public education. It is now that the public library is quite as essential to the creation of the highest intelligence, citizenship and to the fostering of progress in manhood and womanhood as is the school.

Summary of work in various states: A. Countryman. Pub. Lib. 10: 1-10. F. '05.

The object of state aid is the building of free libraries. There are two methods of accomplishing this, viz. by direct gift of land or books, and by traveling libraries. The distribution of state aid is always under a library commission or the state library. In general the east prefers to give direct aid, the west more often gives personal assistance in organization. New Hampshire has a unique law compelling every town to make a certain assessment to maintain a library. It prescribes a minimum rate. If the town's library fund accumulates. Up to 1904 there were 22 states that had laws embodying aid in some form. Massachusetts has been a model in the east, Wisconsin in the west.

Value and work of a state library commissioner. W. R. Eastman. Pub. Lib. 10: 72. F. '06.

Where should state aid and a local responsibility begin in library extension work? A. Wynkoop. A. L. A. Bul. 238-43. Jl. '07.

"If the whole state may profitably be used for the promotion of good roads in a district, it surely may be taxed to promote good reading in that county." The state is not only ready to aid libraries but it is ready to let the people know that it is ready to do so. "It offers a sum from the state treasury each year to each community for the buying of books, but whether the news and conditions of this offer shall reach the community or not is its concern." A state, that supports its schools for teachers, why should it not support training schools for librarians?

State documents.

See also Public documents.

Clearing house for state publications J. 30: C231-3. S. '05.

Exchange and distribution of state documents. Lib. J. 30: C229-31. S. '05.

Notes on state documents bibliography Lib. J. 30: C233-8. S. '05.

Documents—Continued.

publications. R: R. Bowker. 4 pts. '06. Pub. weekly.

Divisional list of the official publications of several states of the United States from organization. Pt. 1: New England pt. 2: North central states; pt. 3: Wests and territories; pt. 4: Southern states.

et headings for state documents. L. Hasse. Lib. J. 31: C123-6. Ag. '06. on this article are given under the Subject headings.

matic bibliography of state official nature. Lib. J. 30: C238-40. S. '05.

historical societies. See Historical societies.

Institution libraries.

ies in state institutions. M. E. ey. A. L. A. Bull. 1: 101-8. Jl.; e cond. Minn. Pub. Lib. Com. es. 2: 67-70. N. '07.

ey of library work in the state insti- of Iowa. Books are always a tool in titutions and "there selection must be vally with reference to the use to be them" hence the books in different in- : will vary widely. One rule, howev- : to all. No cheap editions should be d. "In the penitentiaries, soldiers' and hospitals for the inebriates and tives, the problem is to get the right the right person. Miscellaneous col- are desirable."

ty in a reform school. M. P. Farr. . Lib. 12: 234-5. Je. '07.

unizing the library in the reform school nza, Pa., the first step was the weed- of trashy fiction from the old library. 0 was spent for books of recent his- popular biography, also for books on fts, birds, flowers, cooking and serv- A few popular novels of the day were en. As far as possible the best illus- books were purchased. A card catalog list of the books were made, and the charging system was installed.

phase of library work. M. E. Carey. . Lib. 12: 127-8. Ap. '07.

the superintendents of the state in- of Iowa created "the office of su- brarian for the 14 penal reformatory mosynary institutions of the state." es of the brarian thus far have in- se selection of books, the establishment ment library records, the introduction form classification and the providing stics. The 14 penal institutions "In- o penitentiaries, two reformatories, a soldiers, an orphans' home, a school eaf, a college for the blind, an institu- feeble-minded children, four hospi- the insane and one for inebriates." purpose of book selection only the in- k as abnormal, altho the blind need ecially constructed. The insane like s books best because the imaginative appeal to them as much as the real- t is the Iowa idea that the book has n as a remedial agent to be used with precision as any other remedy em- y the physicians. In order that this practical and that the doctors may tool ready for their use, an annota- of books which have proved helpful to ie has been commenced."

Libraries.

istration. J. L. Gillis. Lib. J. 30: 7. S. '05.

e various forms of the external gov-

erning body, none seems to be better adapted to library needs than a board of trustees of five members, each appointed by the governor for five years, whose terms of office expire in yearly rotation. . . . Where the librarian is appointed by such a board, and made directly responsible to the trustees and to no one else, a greater measure of stability is assured in the management of the library than by any other means. . . . The state library should stand as a model to the smaller libraries throughout the state. It should be ready at all times to furnish them information and to offer suggestions for the betterment of the library service. . . . All state libraries are at present to some degree subject to political control, and the appointment of an incompetent assistant may be the price that has to be paid for securing important concessions or appropriations."

Broadening of state libraries. M. Dewey. Pub. Lib. 11: 22. Ja. '06.

In many states there are library commissions without books, buildings, etc., and on the other hand, state libraries with books, buildings and staff but no zeal for public work. The two should be merged to insure economy and efficiency. The state library should be the centre for library work in the state. The Washington state library under the new law has three divisions. First, the library proper in the capitol planned for a splendid reference library. Second, the division of public documents. "It receives all printed documents from the various officers as soon as issued and supervises their distribution and sales." Third, the educational branch which "supervises public libraries of the state, works for their establishment where they can be supported, visits, aids, instructs, collects and publishes statistics, helps to plan buildings, to organize new and reorganize old libraries under modern methods." It also sends out traveling libraries to small communities.

California's state library reaches every county in the great state. W: R. Watson. Sunset. 17: 363-7. O. '06.

Besides sending out traveling libraries, books are sent to study clubs and to the blind. Assistance in organizing is given to new libraries, and legislative reference work is carried on.

Development of the state library. G: S. Godard. Lib. J. 30: C37-40. S. '05.

"The reference department should be especially rich and complete in encyclopedias, dictionaries, gazetteers, atlases, handbooks, and the reliable time savers of our day. So far as needed and possible there should be special libraries for the several departments of state and legislative committees. The scope of the law department should be a broad one."

Development of the state library. Lib. J. 30: C148-53. S. '05.

General use of the state library. E. M. Fitzgerald. Indiana state library monthly bull. No. 9: 2. Ja. '06.

The state library supported by the tax-payers of the whole state should be in close touch with the people. This can be done by inaugurating a system by which books can be loaned to local libraries.

How shall states delinquent in their exchanges be treated? G. S. Godard. A. L. A. Bull. 1: 220-7. Jl. '07.

Every state has a state library which is the legal storehouse of its public documents. Interstate exchange of these documents is a long established custom and is not only a necessity but an economical and a mutual benefit. "The state librarian is not only the servant of his own state but the servant of the nation, of the world. He can be true to his state only when he serves all the citizens of his state, whether

State libraries—Continued.

they live at home or abroad. It is his duty to make every other state library a branch or department of his own library and his own library a live branch of every other state library."

Ideal state library in an ideal location. Lib. J. 30: C248-51. S. '05.

Library interests of a state. W: R. Watson. A. L. A. Bull. 1: 196-200. Jl. '07.

"Combining the state library, the state library commission and any other allied interests such as legislative reference bureau, state law library, etc. under one management, benefits the people it serves by giving them a more comprehensive service. . . . Where the departments are maintained and managed separately they are unable to render the same assistance to each other that is possible where they are all parts of one institution." Again it would be easier to secure funds for one single institution than for several. In many cases where the creation of a separate library commission seems to be necessary it is better to change the law so that library interests will not be divided. "The state library is naturally, and should be actually the center of all the library interests and activities of a state. To its governing board should be given the power to initiate and direct all the library work of whatever kind which is carried on with state funds."

Scope of book purchases in a state library. D. C. Brown. A. L. A. Bull. 1: 227-30. Jl. '07.

Some state libraries "are almost exclusively law libraries with the addition of state documents. What is called the state library in Wisconsin is of this character. Other states may be classed in the same way, as Kentucky and possibly Illinois. Pennsylvania represents another class,—general, law, Pennsylvania history. By general is meant literature, general history, science, etc. New York in her library under the control of the department of education, includes almost everything. General books, law, medicine, documents, state history, and in a way, the traveling libraries. The field covered here is very large. Indiana, in its state library, has general books and state documents. The law library is a part of the Supreme court, while the organization of libraries and the traveling libraries are under the public library commission. Ohio has general books and the traveling libraries, while the law library is distinct; Iowa has both law and general books. Michigan covers all the field,—traveling, general books, documents and law books; California has general books and traveling libraries; Rhode Island has general books and documents, while the law library is separate." There is a well grounded belief that the state library "should be a general reference library where all citizens, officials, and societies of every description may find what they want. . . . A state library needs all the publications of the historical societies of all the states both for the purpose of history and to show the growth of historical study. For the latter reason it must have the papers and publications of all the learned societies of every state and also of national societies. When a scholar wants such a paper he should find it in a state library."

State's relation to the public library. W. E. Henry. Wash. Lib. Assn. Bull. 3: 2-4. Ap. '07.

"In New York state . . . the state library is in a very important sense the real head of the library system of the state, and has not only the most perfect but as well the most effective library organization in existence, and it is distinctly recognized by the state as an integral part of the state's educational system. . . . The state library lends books either singly or in groups directly or indirectly to all the citizens

of the state, especially to those in the and village communities who are not so supplied with large book collections. It conducts a system of travelling libraries which to the communities where no library exists also go to supplement the small library which is inadequate to answer all demands made on it. The state library maintains a great reference library free to all who come to it, it does reference work for citizens of the state as well as sends results to all parts of the state wherever requested. It visits and inspects libraries of the state, advises with librarians, gives suggestion and advice to local boards on the plans and construction of buildings, finally trains its librarians thru a two year course in library science on the same terms that practically all of our states now send normal schools for the training of their teachers."

Statistics of state libraries. H. O. F. Ham. A. L. A. Bull. 1: 216-20. Jl. '06.

State library commissions. See Lib commissions.

Statistics.

See also Circulation; Library reports.

Library statistics. Harp. W. 49:821-10, '05.

Library statistics. A. Lancaster. Assn. Rec. 9: 500-5. S. '07.

"Under present conditions it is unfair to compare the issues of one library with the another, owing to the diverse conditions under which statistics are compiled." The length of time and the fines for overdue books vary considerably. Then there is the question as to whether a two volume novel shall be counted as one book or two. Systems vary greatly in classes. "Some libraries include history, geography and travel in one class, while other libraries give each a separate class. Finally in some libraries has a class to itself, as other libraries it is included with poetry the drama. Juvenile literature, the greater part of which is fiction, is treated by some as a separate class, thus apparently lessening the percentage in the fiction issues. . . . In reference departments and the reading-rooms of the various libraries there is a greater parity in the compilation of statistics than in the lending departments." Some libraries count each time a cyclopedia, dictionary, rectory and other books of reference are used as an issue. Other libraries make no count of such usage. Sometimes the use by individual readers of current numbers of the magazines is made to count. "There is also the possibility of inflating the returns by counting as such long series of books which may be handed out to a reader and of which he may practically use only one or two volumes. Another section of library statistics which is very unsatisfactory and usually misleading is the computed number of visits paid to reading-rooms for newspapers, magazines periodicals."

Plan for the compilation of comparative university and college library statistics. J. T. Gerould. Lib. J. 31: 761-2. '06.

Statistics from college libraries are available to date, but at Mr. Gerould's suggestion a committee has been appointed by the college section of the A. L. A. to gather material for statistics. A series of questions as might be submitted to college librarians is outlined.

Public, society, and school libraries; statistics for 1903. (In Report of the commissioner of education for 1903. 1: 1017.)

Statistics—Continued.

Report on college and university library statistics. A. L. A. Bull. 1: 260-6. Jl. '07.

Statistics of libraries in the United States. Lib. J. 30: 342-3. Je. '05.

Statistics of state libraries. H. O. Brigham. A. L. A. Bull. 1: 216-20. Jl. '07.

Stealing. See **Thefts.**

Stock books. See **Accession.**

Stock-taking. See **Inventory.**

Story telling.

Common sense and the story hour. H. E. Hassler. Lib. J. 30: C76-8. S. '05.

"Avoid all story telling that does not aim at the improvement of the children's reading."

In the neighborhood of the story hour. M. Palmer. Minn. Pub. Lib. Com. Notes. No. 5: 12-4. D. '05.

List of good stories to tell to children under twelve years of age with a brief account of the story hour conducted by the children's department. O. pa. 31p. '06. Carnegie Library, Pittsburgh.

Systematic story telling was inaugurated in the Pittsburgh library in 1899. "After a few months a change was seen in the children's reading. The stories had been selected from Shakespeare's plays and there was an increasing demand for books containing the stories. . . . The attendance at all the story hours from the autumn of 1900 to the first of February 1906 was 106,039. Story telling to children takes careful training and preparation as well as ability on the part of the story teller, and this library has always considered the training and preparation to be so important that all its children's librarians who tell stories to children have received special instruction in the training school for children's librarians conducted by the library."

Local history in the library story hour.

R. G. Thwaites. Lib. J. 32: 158-9. Ap.;

Same. Wis. Lib. Bull. 3: 43-4. Je. '07.

The experiment of utilizing local history themes in the story hour has been tried with great success in Green Bay, Wisconsin.

Story hour at Pratt institute free library.

A. C. Moore. Lib. J. 30: 204-11. Ap. '05.

Stories about customs of festival days or days of special significance are good and the impression can be deepened by picture bulletins and exhibitions of pictures. Halloween, Election day, Thanksgiving day, Christmas, Lincoln's and Washington's birthdays, St. Patrick's day, and May day were chosen as a basis for stories. "I want to feel at home always in my children's room; I never like to put anything into it which does not seem to belong there; I do not like to have anything going on in the room which would make me feel ill at ease, as a child or as a grown person. . . . There are certain practical details which seem essential to the institution of a successful story hour. Like every other form of work it requires clear definition of purpose and plan and careful organization of method, however simple the method may be. Next in importance to securing the right person to tell a story is the formation of the right kind of a group to listen to it. The group for our story hour has been formed in three different ways. The first is by age, making three divisions, four to eight years; eight years to eleven or twelve years; and twelve to sixteen years. . . . A second method is by school grade; this we adopted in connection with the lectures. The third is on the basis of special interest in the subject, as in the case of Mr. Beard's story hour when the attendance was limited to boys who had

used his books, and again in the case of the dog stories, when the boys and girls who owned dogs were especially favored. . . . The first essential is that some one shall believe in it heart and soul, and since the way to that belief lies far back in childhood, there is no alternative but to get back into one's own childhood; the next step is to muster all one's resources and prepare to make them tell toward the desired object; and finally, to take all the things one is unable to do personally, find people who can do them, and so order the work that it will seem an easy and pleasant thing to come into it as a story-teller."

Story hour in libraries. H. U. Price. Pub. Lib. 12: 347-9. N. '07.

"In inaugurating a story hour it is generally wise to begin with stories which you feel sure will interest the children at once, preferably the old, old folk-lore tales. Later you may wish to use the Norse legends, the Greek stories, the Arthurian cycle, the Charlemagne tales, the Robin Hood stories and the tales from Shakespeare, devoting a winter to each cycle. In learning your story read it over many times, then tell it aloud." The first of November is a good time to begin this work; then close by the first of April. Twenty children is an ideal group. "More than 50 at one time is a dangerous experiment. The personal comfort of the children and the proper ventilation of the room are important factors in the success of the afternoon."

Suggestions for five minute stories. E. L. Power. Ia. Lib. Q. 5: 72-3, 88-90. Ja., Ap. '06.

Telling stories to children. M. G. Quigley. Pub. Lib. 10: 351-3. Jl. '05.

"The primary object of story-telling to children is to develop their imagination, cultivate a taste for good literature and direct them to those books which they would not otherwise read if left to themselves. Any story that is worth telling is worthy of good preparation. . . . Know the story so thoroughly and be so interested in it that you forget time and place. It is best, however to confine the time to 20 minutes, and not longer than 30 minutes. It is better, too, if you can, not to have more than 25 or 30 children in the group. . . . Much of the success of the story lies in its informality. . . . To be effective, the story should always be told, never read."

Telling stories to children. T. Hitchler. Pub. Lib. 12: 89-91. Mr. '07.

A story told to tempt the curiosity of the children is related.

Work with children and schools in the Portland, Oregon, public library. H. E. Hassler. Lib. J. 30: 214-5. Ap. '05.

"For Labor day it was decided to bring forward some phase of the world's work, and the textiles were chosen. Around the great fireplace in the children's room was arranged a set of bulletins illustrating by means of simply worded descriptions, and the actual specimens of the materials in various stages, the processes employed in reducing wool on the pelt and flax in the strand to worsted goods and to linen thread. The silk bulletin included the seed-like eggs, various stages of the silk worm itself, the chrysalis, the cocoon and different stages of the silk. A quaint spinning wheel was used during the story-hour and the children seemed much interested in it. The third grade teachers of our city schools, who were about to take up the subject of clothing in their home geography classes became interested in the exhibit, and at their request the textile stories were repeated to about forty of them who came to the children's room one evening. Subsequently nearly every one of these teachers made arrangements to bring their classes to the room during school hours, for the textile stories. These classes contain from 12 to 85 children, and resulted in many new members for the children's department. It was at that time that the teach-

Story telling—Continued.

ers began to ask for application blanks to distribute among their pupils, and to encourage them to join the library. . . . In the autumn of 1903, a series of Greek stories was begun on Friday afternoons. . . . With the beginning of 1904, the biographical calendar was introduced and story hours were held on from four to six birthdays each month. The subjects ranged from Julius Caesar to Edward the Seventh; from Michaelangelo to Miss Alcott, and in no way interfered with the Greek stories. . . . The soldier story hour has been based on Creasy's Fifteen decisive battles and illustrated by an elaborate set of bulletins on the ancient, the mediaeval and the modern soldier. . . . Some old Springfield rifles have been loaned us and are stacked near the bulletin, and the sabres which are crossed on the bunting draped mantel add to the military effect."

Subject headings.

See also Classification.

A. L. A. subject headings. E. Crawford. Pub. Lib. 12: 312-5, 343-4, 383-5. O.-D.; Same. Lib. J. 32:435-6, 500-1, 560-1. O.-D. '07.

Open letter by the editor of the A. L. A. List of subject headings asking for suggestions and detailed information on subject headings.

Subject-headings. Lib. J. 31: C236-7. Ag. '06.

Subject headings. Pub. Lib. 12: 136-9. Ap. '07.

A consideration of the proposed revision of the A. L. A. list of subject headings.

Subject headings for state documents. A. R. Hasse. Lib. J. 31: C123-6. Ag. '06.

Miss Hasse raises the question of duplication of entries especially in regard to documents relating to law. In the case of treaties and arbitration tribunals she recommends merging author and subject entries. For example she would abandon author entries for all treaties and concentrate all material under Treaties in a dictionary catalog, or under International law. Treaties, in a classed catalog. The arrangement would be first "general collections then collections by country, and then single treaties in chronological order." There should then be "references from Country. Treaties, from personal compilers and from popular name of treaty." The text and the literature about a treaty should be kept together. In the same way arbitration proceedings might be entered under Boundaries. International disputes; Fisheries. International disputes, etc. with cross references.

Subject headings in dictionary catalogs.

W: W. Bishop. Lib. J. 31: C113-23. Ag. '06.

The end in view in subject catalog work should be rapid and easy consultation of the catalog by the user. This can be secured only by the most careful planning, by having a well laid out policy and sticking to it. "The one essential for securing continuity and correctness in subject work is definition of the subject heading combined with sharp directions as to its use in the library's practice." Encyclopedias are of great value in choosing subject headings, which should be specific and not general. General headings should only be used for general treatises. Because it is easier to use general than specific headings, constant vigilance must be exercised in this direction. Form divisions when thoroly made and kept up to date are a great help in reference work. Classification of fiction as U. S. History, Civil war. Fiction is often a great help. Books may often be considered from the viewpoint of the country described and also from that of the subject treated, as for instance a work on the geology of Texas. Mr. Bishop advocates re-

stricting the entries under a country or to topics which have only a local interest would make the entry for the above under Geology, thus following the practice British museum and the Library of Congress. Then consistently the national adjective be cut out and instead of having French we would have Art. France, the French literature and French language had better retained. The practice of encyclopedias against extensive use of the national adjective. Despite its convenience inversion of he is a pernicious practice. Geographical have to be defined, as America for ex What does it include? Again there are culties about regions which have ceased represent present political conditions, a land. There should be a well defined in using ancient geographical design which have no modern equivalents. It is ter to make carefully worded explanation to use "see also" references the probable cannot be wholly eliminated from the indefinite headings such as "the west" be avoided. "The catalog must either gulsh books whose value for the subject purely historical, or it must arrange its chronologically (by author) putting the works first. . . . In formal political history in economic history as well the sources certainly be distinguished from the treatises. . . . Revision and coordination subject headings should be definitely as to one person." The chief reference list should be in constant touch with the catalog who settles on the subject headings. "A to-date list of subjects with adequate citations kept on cards, is an absolute necessity a well-ordered catalog department."

Subscription books. See Book buying**Sunday opening.**

Development of the Sunday library.

Moffet. World To-Day. 11: 1216 '06; Same. Lib. J. 32: 112-3. Mr. '07.

The tendency among libraries is uniformly toward Sunday opening and toward hours of opening on that day. Very few libraries issue books on Sundays.

Statements from college librarians, while not having Sunday opening favor it. A. L. A. Bull. 1: 266-7. J

Sunday and holiday opening. Lib. 103-7. Mr. '07.

Statements are given by eleven large libraries concerning the need for opening on Sundays and holidays and the results of such. Philadelphia alone opposes Sunday opening. The reports show that the different large cities differ in their needs. "Boston, Brooklyn, and in part New York, issue for home use on Sundays. All the others open for reading and reference only. . . . Keeping all day on Sunday seems generally considered unnecessary." The expense of day opening is a very serious problem. . . . Practically very few librarians object to a library as many hours of every day year as people want it open, but with that are always limited and with constantly growing demands for increase in salary book funds, and indeed in almost every the question of hours becomes one of expediency or expediency." With one exception the eleven librarians reporting on it find Sunday opening desirable and feasible. In general the service is volunteered and extra is given, tho sometimes the evening staff care of the Sunday and holiday work.

Sunday opening. Mrs. A. A. Lamb.

Pub. Lib. Notes. 9: 32-3. D. '06.

At Litchfield, Minn., Sunday opening proved successful. Books are not given for circulation, and the library is open on

Sunday opening—Continued.

the afternoon. In some libraries the trustees take charge on Sunday, in others the women's clubs do the work on that day.

Sunday opening of free libraries. A. C. Shaw. Lib. Assn. Rec. 8: 79-88. Mr. '06.

The Birmingham, England library has been opened on Sundays from 3 till 9 p. m., since 1872. "In 1873 the average issue on Sundays was 273, in 1883 the issue had grown to 588, in 1893 it was 424, and in 1903-4 it has increased to 1,002." In 1902 a wing of the lending library was opened for boys who come principally to look at the illustrated papers. Though they do not read much they are certainly better employed there than they would be in running the streets. Artisans and shopmen are more numerous in proportion on Sundays than on week days. Figures show "the reading on Sundays is of a more recreative and less studious character than in the week." "When we remember the kind of homes in which some of our fellow-citizens live, when we remember the numbers of young men away from home influences who are resident in great cities, it seems to me that libraries in providing them on Sundays with a place to read in, and books to read are doing what may well be called a noble work." "The question to be considered is not now so much 'Is it right' or 'Is it wrong,' but is the use likely to be made of the library on Sunday commensurate with its cost. . . . In the case of a library whose resources are already absorbed to the last penny, it would be unwise to incur the additional expense entailed by Sunday opening. . . . In all great centres of population Sunday opening is desirable, and the library is scarcely doing its full work unless some such provision is made."

Sunday opening of libraries; symposium. Lib. Assn. Rec. 7: 580-4. N. '95.

T**Tariff.**

Duty-free importation by college and incorporated libraries. Lib. J. 32: 502-4. N. '07.

Tax for libraries.

See also State aid to libraries.

Basis of taxation for public libraries. J. H. Canfield. Lib. J. 31: C36-40. Ag. '06.

The public library as well as the public school is an integral part of one great system of public and free education and as such the tax for it "must be defended upon precisely the same grounds as we defend the tax for the public schools."

Beginnings of public libraries supported by taxation. M. C. Dyer. Pub. Lib. 10: 458-60. N. '05.

Technical literature.

Advantages of the public library to the technical man. C. W. Whitney. Kansas City Pub. Lib. Quar. 7: 3-6. Ja. '07.

"It is the province of the library to supply to the students of technology, through books, instruction in the various branches of technology which cannot be obtained in the schools of technology, in the shops nor in offices." The library should also supply "books for the beginner, as well as the advanced works for the theoretical student. . . . The librarian may not always be the best judge as to the selection of technical and special scientific works." In that case he should consult with an expert on the subject. He should also consult catalogs on science.

Bibliographical aids to the use of the current literature of science. C. J. Barr. A. L. A. Bull. 1: 129-32. Jl. '07.

How shall the library help the working man? A. L. Bailey. Lib. J. 32: 198-201. My. '07.

"Technical books should cover as fully as possible the industries of the locality." They should be up-to-date. An out-of-date technical book may do positive harm. "Duplicate as much as possible, especially books for beginners." Be sure to have books on the standard trades such as carpentry, brick-laying, etc. and do not neglect a few of the latest books on the less important industries. A collection of trade catalogs is very valuable. Subscribe for as many technical periodicals as you can afford. In addition to fulfilling their particular mission they will aid you in the selection of books. Put into this collection every cent you can spare even if you have to retrench on fiction.

Indexing of technical information. Technical Lit. 1: 65-6. F. '07.

Library in relation to special classes of readers: supply and use of technological books. H. W. Craver. Lib. J. 31: C72-5. Ag. '06.

The selection of technical books is made easier by consulting the reviews in technical periodicals, and by knowing which firms publish reliable works as a rule. "The special trial of the technology librarian is the rapidity with which his collection ages to the point of uselessness. In five or ten years his good working collection no longer represents actual practice, and he finds its usefulness vanishing. . . . Constant buying is necessary, not only of good new books, but also of new editions of old standards. . . . Size means little in a technological collection, modernity means much. . . . It is necessary to have books of a rudimentary nature as well as the best books. . . . In addition to books a collection of periodicals is of the utmost importance."

Place of the library in technical education.

A. B. Kroeger. Lib. J. 30: 393-9. Jl. '05.

In large cities "special [technical] libraries are necessary for the same reason that special law, medical and historical libraries are necessary. They are for the specialist whose work demands facilities for research. They are mainly reference libraries, and do not meet the needs of the student who must use his books at home. They contain the transactions and reports of societies and technical periodicals which constitute a large portion of the essentials for advanced study. . . . A public library can add to the strength of its technical department by collecting trade catalogs of firms. Most of these may be had free of charge. . . . The Providence public library has 499 catalogs on its shelves. The collection of trade catalogs in the Astor branch of the New York public library now includes over 30,000 pieces."

Plea for an international catalog of technological literature. F. J. Teggart. Pub. Lib. 10: 114-5. Mr. '05.

Revised list of technical books suitable for public, industrial and school libraries, and for both general and technical readers. Prepared by a committee of the Society for the promotion of engineering education. D. 64p. n.p. '06. McClurg.

In 1901 a committee was appointed by the Society for the promotion of engineering education to prepare a list of scientific and technical books as an aid to librarians. The committee submitted a report in 1903, and this list has been revised in the present year, 1906.

Technical literature—Continued.

Technical education and public libraries in England. J. D. Stewart. Pub. Lib. 10: 455-7. N. '05.

"There are now about 330 technical schools in England, and nearly 100 of them are connected with public libraries, though not necessarily under the administration of the library authority. The necessity of this connection between the library and the technical school, the school of science and art, the polytechnic, or any other such educational agency, has been proved beyond cavil: without the library the others are sadly lacking and incomplete, and cannot obtain nearly such good results as where the two departments are coordinated. . . . A public library, with carefully selected books of reference, bearing on the subjects taught in the technical school, as well as on all the industries carried on in the neighborhood, is an indispensable condition to the success of the technical school."

Technical libraries. H: V. Hopwood. Lib. Asst. 5: 270-4. My. '07.

The wants of students in elementary courses of technical study are easily met by the regulation text-books. But the higher student, the investigator, the inventor must be assisted in research work. "The municipal library cannot afford storage room for works which are seldom consulted; and its function must be, in the nature of things so far as technology is concerned, to keep available for lending or for current reference, such books and those only, which are in frequent request, keeping this collection up to date, weeding the stale books out, and 'collecting' only on some specific industry which should preferably have a local interest." In deposit libraries such as the Patent office for technology, the National art museum for art or Shoreditch for furniture there is a very different function to perform. In these libraries all literature should be stored and available for consultation. To supplement these two classes of libraries there should be central stores from which both kinds of libraries may draw books to loan to their patrons. This would then necessitate a central catalog.

Use of industrial collections at the Providence public library. E. Garvin. Lib. J. 31: C76-8. Ag. '06.

In the Providence library the "classes best represented are textiles, electricity and its applications, machinery, mechanics and jewelry design, and general books of flower and animal design," for these supply the books most useful to the manufacturing industries carried on in Providence. The library contains full sets of proceedings of engineering societies, 589 industrial trade catalogs, a set of the United States patent office gazette, the bulletins of the United States department of agriculture, etc.

Use of scientific and technical books. C. H. Brown. A. L. A. Bull. 1: 163-5. Jl. '07.

Comments on this article may be found under the heading Libraries, Use of by the public.

Thefts.

Biblio-kleptomania, and how to check it. M. Hyamson. Lib. World. 8: 207-8. F. '06.

Library problem. Lib. J. 31: 673-4. S. '06.

Time schedules.

Experiment in self-government. E. F. Lewis. Pub. Lib. 12: 304-6. O. '07.

An arrangement of their own schedule of hours by the assistants in the Northwestern university library.

Staff time sheets. A. K. Gill. Lib. World. 10: 23-5. Jl.; E. S. Martin. Lib. World. 10: 236-9. D. '07.

"The staff time sheet question . . . is one of vital importance. It affects equally the interests of the library assistant and the interests of the public. . . . It would be scarce too much to say that in the construction of his time sheet is to be found a sure indication of the intellectual calibre of the librarian. It is the clue to his strength or weakness as director and organizer of the forces at his disposal." Long hours, hurried meals, the drudgery and deadly monotony of the work imposed upon many assistants are enough to fill them with loathing for their profession.

Staff time sheets and routine books. C. Bursill. Lib. Asst. 5: 333-5. S. '07.

The time sheet should be made out by those who are experienced in coping with its difficulties in order to secure the best results for the working hours of the staff. An assistant should only work two shifts each day. "The following rules . . . may be of use . . . Assistants should relieve each other for meals . . . The second on the staff should be in attendance in the absence of the first. . . . If possible, an early assistant should not be required to work late, and a late assistant should not be required to come early." Meal-times should be regular as far as practicable.

Training of librarians. See Library training.

Traveling catalogs. See Catalogs, Traveling.

Traveling libraries.

Books in the Steele county traveling libraries. J. Morton. Minn. Pub. Lib. Com. Notes. 2: 80-2. N. '07.

Choice of books in traveling libraries. K. I. MacDonald. Wis. Lib. Bull. 2: 39-43. My. '06.

Books in traveling libraries stand on their own merits. They do not have the skilled librarian at hand to advertise them. "Since this the case too much consideration cannot be given to the character of the book, the edition, the print, the paper, to the smallest detail of the physical makeup." Statistics show that books on agriculture, gardening, birds, etc., are little used in rural communities, no matter how attractive they are. Neither are books on civic improvement much called for even in small towns where improvements are being made. Poetry is apparently little appreciated. Books on sociology and economics even the popularly written are seldom called for. Biography has a rather small but steady circulation, modern characters whose names are tolerably familiar being preferred. Two volume sets are rarely read and this applies also to histories. Foreigners read more American history than native born citizens. Books of travel are read more than any other non-fiction. Travel combined with adventure appeals especially to readers of traveling libraries. In fiction, books of the day are given the preference. "The historical novel, the story of action, the simple love story, the latest much-talked-of tale of ubiquitous advertisement, and the story of mystery are issued oftenest." Standard fiction such as Scott, Thackeray, Dickens and Eliot, are little called for unless they are in attractive editions and excellent type. The greatest demand is for juvenile literature. "Physical attractiveness of page and cover bears a very distinct relation to popularity with children. The book with a cover that looks like a school book does not appeal. . . . Children's non-fiction is more read than adult. . . . Books about inventions are in demand and we can never find enough of adventure like the books on Custer, Forsyth's Thrilling days of army life, Moffet's Careers of danger and daring, Famous prison escapes in

Traveling libraries—Continued.

the Civil war. Kieffer's Recollections of a drummer boy, Hill's Fighting a fire, Frothingham's Sea fighters from Drake to Farragut, du Chailu's travels and others of the kind." Bound volumes of St. Nicholas are always enjoyed.

County extension. G. B. McPherson. Minn. Pub. Lib. Com. Notes. No. 5: 7-9. D. '05.

In Minnesota the state library commission sends books to the library at the county seat and the library sends these out to the remote districts of the county.

Department of traveling libraries. Mrs. K. M. Jacobson. (In Minn. pub. lib. com.; 4th biennial report, 1905-1906. p. 68-85.)

The library commission of Minnesota began to send out traveling libraries in 1900. Originally they were designed for rural communities, but now they are valuable adjunct to small public libraries. "Reaching out still farther to every interest within the boundaries of the state, the traveling library now serves the foreign born citizen, the more remote farms, the ambitious homesteader, the hard working miner, the isolated railroad and lumber camps, as well as the special student, the club woman, and the general reader." Of 18,000 volumes 16,000 circulate in fixed sets. An application must be signed by ten taxpayers where no library exists, and by the library board where there is a public library. Applicants pay the transportation both ways. Books are loaned for six months but may be exchanged when deemed advisable. "A group of six books in Norwegian, Swedish, German, Finnish, or French languages is included without extra charge if there is a request for the same. These libraries are made up of 30 books for adults and 20 books for children. . . . Juvenile libraries of 25 volumes are doing inestimable good in small public libraries and in many district school libraries." Foreign libraries of 25 volumes are also sent out. "Cases of easy supplementary reading in German or French are loaned through the public library to high schools conducting classes in the modern languages." Study club libraries are increasingly in demand. Home science libraries have been sent out and the experiment has proved a success. Home libraries are sent to isolated communities the application in this case being signed by the applicant and a school or county officer. These are not made up in fixed sets but are chosen to meet the demands in rural homes. When definite books are asked for they are sent as far as possible. Books are loaned to those studying for professional state certificates upon application. Not more than two books are loaned at a time and these may be kept three months. High school debate libraries consisting of sets of books and magazines are sent out on request. Volumes discarded from the regular libraries because they are soiled or worn are sent to lumber and railroad camps and these are not returned.

Experiment in rural libraries for school and home. J. Percival. 19th Cent. 62: 751-7. N. '07.

The bishop of Hereford has for several years had in circulation about 1000 books. These are sent to about sixty-five schools and twenty-five parishes. Each box of fifty books is accompanied by a supply of printed catalogs of the books contained in it. Thru these catalogs the parishioners are kept informed as to the books available. The boxes are changed three times a year.

History of the traveling library system of Washington. Mrs. K. T. Holmes. Wash. Lib. Assn. Bull. 1: 2-4. Jl. '05.

"The object of the work, from the beginning, was educational rather than philanthropic, and

all gifts of books were received subject to the approval of the committee and not one unfit book was included. The libraries were selected with scrupulous care as they were pioneers in the work and were sent out, not only to interest the people whom they reached, but to create a desire for good literature and develop a good literary taste. A large proportion of the books was selected for children because thru them the families were most easily interested; fiction was not forgotten, and nature study, elementary science, history, biography, and poetry were well represented. That the selection of books was wise, was proven by their popularity and by the fact that these libraries were used as models for the extension of the system after the state took it in charge. Thru the efforts of the club women of the state, traveling libraries were established and it was largely because of their influence that the legislature of 1900-1901 passed the bill providing for the first state library commission and the extension of the traveling library system."

King Oscar's traveling library. Minn. Pub. Lib. Com. Notes. 2: 101-2. Ja. '08.

A description of the collection of books in the Swedish language sent to the United States by King Oscar.

Library extension. bibliog. Chaut. 43: 277, 279. My. '06.

"The traveling library consists of a small set of books and magazines put up in a suitable trunk or box for transportation by freight, wagon or mule back. These libraries are usually sent out by a state library commission or a woman's club. They are of three classes; for towns or neighborhoods altogether lacking in library facilities; for classes or clubs desiring selected material for study work; for smaller public libraries to meet temporary need of books which cannot wisely be purchased. . . . When one considers that these libraries cost but \$50 each and that they go to isolated communities where the books are not only read, but talked over again and again, and often change the whole current of neighborhood thought and talk, it is apparent that few means of education can do so much for better citizenship in proportion to their cost. . . . It is after all, not the few great libraries, but the thousand small, that may do the most for the people."

Reading of farmers. Nation. 83: 178. Ag. 30, '06.

Sketch of the movement in Minnesota. Minn. Pub. Lib. Com. Notes. 9: 35-6. D. '06.

Synopsis of work in different states. L. E. Stearns. Pub. Lib. 10: 76-81. F. '05.

Travelling book-wagon in Wisconsin. L. E. Stearns. Lib. J. 30: 346-7. Je. '05.

Travelling libraries as a first step in library development; discussion. Lib. J. 30: C158-63. S. '05.

Travelling libraries as the first step in developing libraries. G. A. Countryman. Lib. J. 30: C56-8. S. '05.

"Travelling libraries accomplish the best results in the way of developing library interests. If they are part of a state system, for to do the best work they should have trained supervision, by people who will watch the communities where they are loaned, and who will follow up and assist the first show of interest for a local library that may be aroused."

Traveling libraries; their significance in our civilization. G. H. Reynolds. Wash. Lib. Assn. Bull. 3: 4-7. Ap. '07.

In 1892 the New York legislature gave an appropriation for traveling libraries, a new department of extension work. "In 1895 Michi-

Traveling libraries—Continued.

gan received an appropriation for traveling libraries. The following year Ohio and Iowa were given state aid. Appropriations were granted in 1899 to New Jersey, Minnesota, Maine, Pennsylvania and Indiana, for the establishment of similar systems. Since then, Vermont, Oregon, Washington, Nebraska, Maryland, and California have entered the field. In many of the states, public library commissions were created for the purpose of giving advice on all matters of organization, maintenance, or administration of the local public libraries and these commissions were also authorized to send out travelling libraries." Previous to legislative action women's clubs have done much in circulating books in several states. "Traveling libraries were started in Washington, D. C., by putting the books on canal boats. The students of Hampton Institute carry them to their own people, and women's clubs of Kentucky have sent them thru very isolated portions of the mountains and to the 'poor whites.' Books in the traveling libraries shorten many a weary hour for the keeper and his family in the lonely light-house, and carry cheer and encouragement to the weary workers in the rice fields of Louisiana and the cotton fields of Tennessee. Traveling libraries are established in engine houses where the men are required to be constantly on duty, yet with many leisure hours at their disposal, and are also placed in factories and in jails. . . . New York state has long since been sending out pictures to the town and country schools—large reproductions of the famous masterpieces, giving the children, situated miles from museums and studios, an opportunity to become acquainted with the best in art. Many of the other states now furnish schools with pictures and photographs for use in history and literary work." In Wisconsin "a bright, interesting woman, the mother of two boys, hearing of the traveling libraries, wrote for information concerning them. She met all requirements, and within a week, a collection of good, fresh, readable books were shipped to her, the entire cost being seventy-five cents the round trip express rate. She placed the books in one of the rooms of her home, made as attractive as possible with chairs and a large table in the center, over which was suspended a hanging lamp. The boys of the neighborhood were invited in. At first they were inclined to view the surroundings suspiciously, but one after another drew near and indifferently thumbed the books. Within four months, a second library was asked for, as the one collection was not enough. The report recorded that each place about the table was occupied during the evenings, and often two boys would be crowded on the same chair."

Traveling library topics of especial interest to Wisconsin. Wis. Lib. Bull. 1: 67-77. S. '05.

A law passed in 1901 enabled counties to establish traveling libraries. They have proved uniformly successful and in no case has a county board failed to make appropriations for their continuance. Wisconsin has 79 traveling libraries of foreign books, German, Scandinavian, Polish, etc. No venture of its commission has proved more popular. "The main purposes sought in the distribution of traveling libraries are these: (a) To furnish good, wholesome reading for persons in isolated or remote communities having no access to library centers. (b) To supplement the meager collections of small struggling public libraries which have insufficient funds for book purchases, and to encourage the building up of such libraries. (c) To supply material for study clubs and young men's debating societies engaged in serious research and possessing no local facilities therefor." Rural free delivery offers an opportunity for the extension of library work and for securing to farmers the same privileges as city dwellers have. The libraries should be constantly reinforced by new books. In Washington county, Maryland, a li-

brary wagon is sent out once a week to cases of books to localities not accessible by railroad, trolley or stage lines.

Village libraries. J. Daykin. Lib. Rec. 9: 365-74. Jl. '07.

An itinerating library's plan was started in East Lothian, Scotland, and had been in operation twenty-eight years when in 1881 James Hole proposed such a scheme for England. Since that time the work has continued in Yorkshire without a break.

Trustees.

Boards of library trustees. E. E. Vermont Lib. Com. Bull. 2: 1-3.

"Trustees should be men—or women—experienced and capable both in business management and in dealing with people, in enough to appreciate the interests of the public-spirited enough to serve without popular enough to hold public confidence broad enough to serve impartially the interests of every class in the community. No one mortal combines all the virtues; membership should be so made up that different individuals shall represent different interests, and the defects of one member may be the good qualities of another. In town library much of the actual work of the library will fall upon the board, the selected books to be bought being the part which the board can most conveniently take upon themselves." As the library grows and a traveling librarian is employed, book selection may be delegated to her. The trustees will then be the larger interests of the relations of the library to the community to look after. "It is desirable to leave the administration of the public library in the hands of the aldermen to entrust it to the board of education. Boards are best. Three in a town and seven in a city are probably the largest number where each one will feel individual responsibility to work and all will pull together. These may be appointed by the mayor, with the approval of the city council, or they may be elected by popular vote. The superintendent of schools and the mayor may be members of the board. Grand Rapids . . . has five commissioners. Each serves a term of years and only one is elected each year. This arrangement for the holding over of four members each year and election of only one member of the board each year assures stability and continuity of management."

Duties of a trustee. Mrs. C. P. S. News Notes of Cal. Lib. 2: 94-6.

Duties of library directors. W. F. Minn. Minn. Pub. Lib. Com. 2: 43-6. N. '07.

How the trustee may best keep in touch with the conduct of the library. Farrington. Ia. Lib. Q. 5: 81-3. J. '07.

"The successful trustee should have a kindly and an humanitarian instinct . . . a man or woman, lacking these essential qualifications, should serve or can serve as fully as a library trustee." The home should be visited frequently and the trustee's travels should visit and inspect in thus broadening his knowledge.

Ideal relations between trustees and librarian. M. Dewey. Lib. J. 31 Ag. '06.

"The ideal should be mutual confidence, money, and good will, and the more of friendship the better." The function of the trustees is legislative, that of the librarian administrative. The librarian has no right to let the trustees to let him do as he pleases, but the trustees have the right to usurp the functions.

Trustees—Continued.

Reading of the trustee. W. L. Lamb.
Minn. Pub. Lib. Com. Notes. 2: 46-8.
N. '07.

"In my limited experience I believe that the lady usually makes the best trustee. Her mind is not generally occupied with so many cares and duties to demand her attention. She is a better reader and is usually better acquainted with the best literature and the best writers of the day. She will give the library more attention and time than her stronger brother is liable to do."

Relation of the library board to the library. T. C. Elliott. Wash. Lib. Assn.
Bull. 2: 10-2. Ja. '06.

The book committee of the board has probably the most intimate relation to the work of the library. It must have some knowledge of literature both new and old, must be in constant touch with books and authors, and must also be in sympathetic touch with human nature. "The book committee and the librarian have it in their power to give proper direction to the reading of the whole community and it is astonishing to what an extent this influence can be used." The committee on house and grounds can do much for a beautiful building and well kept grounds are an education in themselves. "Membership on the committee on extension and branch work affords an opportunity for much valuable assistance to the librarian by way of suggestion and recommendation. . . . The finance committee is necessary when there is an endowment fund to be invested, and useful in any event."

Some trustees. D. P. Corey. A. L. A.
Bull. 1: 278-82. Jl. '07.

"Most of the weaknesses and evils worse than the weaknesses in library boards have their roots in the methods by which such boards are chosen and will not be eliminated until the appointing or electing powers have better knowledge of libraries, their aims and proper methods, and allow that knowledge to influence their action." The do-little trustee may have an influence on the librarian by allowing him to become as inefficient as the board which, in theory, is supposed to direct him, or by permitting him to ride his hobby horse unchecked. The "know-it-all" trustee often takes himself so seriously that he aims to interfere and lead in all matters, whether they are of trusteeship or of those things which properly come within the scope of librarianship: "With a strong board that is faithful to its duties, even a weak librarian may be strengthened; but the most efficient man or woman may be weakened or, perhaps, utterly broken by the do-little trustee, the autocratic trustee, or the unpractical board."

Training of the trustee. J. N. Nicholson.
Minn. Pub. Lib. Com. Notes. 9: 14-6.
D. '06.

Trustees must be trained by actual experience. "My idea is, as I have heretofore said, that the trustee should be trained to place on the shelves as much good literature as possible; to get as many patrons as possible and to do it with as little expense as possible. This requires a training that will develop first, his powers of literary criticism and his common sense; second, his business ability and commercial instinct and third, his knowledge of finance. All this requires time and work, for which he receives no pay in dollars and cents, but his compensation is the knowledge of having faithfully executed his trust to the best of his ability and the approbation of his own mind and conscience must and ought to be his highest reward."

Training of the trustee. W. D. Willard.
Minn. Pub. Lib. Com. Notes. 9: 13-4.
D. '06.

It is not necessary that the trustee "be a

man of great education or extensive reading," but he should "feel deeply the value of the library as a part of the educational system of the community, and a conserving element in society." He should be public spirited, willing to give time and energy to public service. A successful business man "has proven himself qualified to handle the business of the library." He should be a popular man, on good terms with men with whom he has to deal, a reasonable man, "ready to admit that those who have made special study of problems are generally better qualified to speak wisely on them. . . . The trustee should be a man of sufficient moral strength and backbone to resist outside pressure for the appointment of incompetent or undesirable employees, and to see to the removal of any who have proven themselves inefficient or useless, without fear or favor. The efficiency of the library should be the first consideration."

Trustees and library appropriations. E. W. Gaillard. Lib. J. 30: 403-4. Jl. '05.

"Nearly all boards have a lawyer as a member and many have one or two churchmen. . . . Men of affairs, merchants, manufacturers, architects, employers of large bodies of clerks, mechanics, and artisans are seldom found as library directors. Library boards are too frequently formed from the scholastic, the literary class and not from the producer class. Library returns show the natural result, yet the producer class is far the larger of the two."

Trustees and methods of choosing them.
Pub. Lib. 11: 381-2. Jl. '06.

Trustee's point of view. J. S. Johnson.
Pub. Lib. 10: 468-9. N. '05.

"The trustees . . . should be chosen because of their executive ability in the conduct of affairs, their sound judgment and intellectual appreciation of the legitimate field and limitations of the work entrusted to them."

What a trustee can do to help the librarian. J. M. Pereles. Wis. Lib. Bull. 2: 25-6. Mr. '06.

"The trustee should be a business man, with executive ability" able to observe the affairs of the library and to offer criticism and suggestions in a tactful manner. "The librarian has the control and management of the library; he should have the power to select and direct the purchases of books necessary for public use in the library. However, he ought at all times to seek and obtain the cooperation and advice of the trustee. Thus, one will be of great benefit to the other, and the public will secure that for which it pays." It is better to have a small membership for the board of trustees. From five to nine is a suitable number. The trustees should attend to the problem of securing the income for the library. They should bring to the attention of the public the propriety of donations and legacies.

Whole duty of a library trustee. A. P. Gove. Minn. Pub. Lib. Com. Notes. 9: 17-9. D. '06.

The work of the librarian and the trustee is peculiarly correlated and "the attempt to define the place of either seems to result in additional confusion and occasional strife" but they must ever work in harmony and if they disagree they must do it harmoniously. The first duty of the trustee is to select a librarian who is fitted for the work, then he should "see to it that the public home of the city's books does not become the library of the librarian. —one carried on with the highest degree of technical skill and great zeal, yet failing in its results because the librarian is so busy with technical matters that she fails to see her methods are not adapted to the people she serves." Perhaps his chiefest duty is "to cultivate the library spirit in the community."

Trustees—Continued.

Whole duty of a library trustee: from a librarian's standpoint. A. E. Bostwick.

Lib. J. 31: C40-4. Ag. '06.

Trustees should interest themselves in results and leave the consideration of methods appropriate to the attainment of these results to the librarian. They should see that the librarian does not regard technique as a means instead of an end. Trustees should see that a good material showing is made for the money expended, that there is a proper ratio of expenditure for books to the expense of administration, that the library is raising the educational standard of the community, or is at least exerting itself to do so, that it purveys proper educational recreation, and that its social status is good. Both trustees and librarian should realize that the board of trustees is the supreme authority.

—Discussion. Lib. J. 31: C239-40. Ag. '06.

Work of a library trustee from the librarian's point of view. H: M. Utley. Lib. J. 31: 657-60. S. '06.

A trustee should have some obvious fitness for the work in the way of training or mental endowment. He should not be so busy with his own affairs that he can give no time to the library. On the other hand he must not give it his whole time or he may become a bore. He should not be elected because of his political bias or because he is a clergyman. No idea of patronage should be connected with the position. Trustees should make few restrictive rules, and should allow the librarian great freedom. A long term of service is undesirable. Simplicity in the organization of trustees is desirable. "It is not wise to have too many committees."

Work of a library trustee from the trustee's point of view. J: Patton. Lib. J. 31: 655-7. S. '06.

A trustee should endeavor to get the best person for the money when selecting library employees. Sentiment should not enter into the question. He should aim to bring the advantages of his institution before the people in every way possible. It is the business of the librarian to make the selection of books to be purchased and the trustees should approve the selection.

Tuberculosis. See Contagion.

U**University extension.**

University extension and public libraries. S. V. Seybold. Pub. Lib. 10: 512-4. D. '05.

Notes on this article are under the heading Library extension.

University libraries. See College libraries.

Use of books. See Books, Use of; Reference work.

Use of libraries by the public. See Libraries, Use of by the public.

V**Vertical files.**

Vertical file. K. L. Roberts. Pub. Lib. 12: 316-7. O. '07.

"In the public library of Newark, N. J., material is filed in folders made of No. 1 tag manila paper, cut into pieces about 11x18 inches in size. One end is so turned up against the other as to make a receptacle 11x9½ inches. The front fold is a half inch shorter than the back one, and this leaves a margin exposed on the back one, whereon the subject of that folder is written. As the folders are filed vertically in boxes the titles show at the top of each one." In these files are kept lists "of books, articles and topics made out for schools, clubs and individuals," programs for study clubs, newspaper clippings, pamphlets, catalogs, etc. "The success of the file of course depends entirely on the good judgment and discretion of the filer. . . . Like a dictionary, the file is its own index; but at times cross references to the headings used are necessary. . . . Therefore a sort of emergency card catalog has been made up which indexes these cross references."

W

Workingmen and the library. See Libraries, Use of by the public.

VOL. II

No. 2

Library Work

JULY 1908.

THE H. W. WILSON COMPANY
BIBLIOGRAPHICAL PUBLISHERS
MINNEAPOLIS, - MINNESOTA

American Library Association

Publishing Board

34 Newbury Street,

Boston, Mass.

EASTMAN, W. R., Library Buildings. Price 10c.

Reprinted after revision from the Proceedings of the American Library Association, Waukesha, 1900.

Handbook of Library Architecture. Price \$1.25

Compiled for the League of library commissions by Miss Cornelia Marvin. It contains plans and views of library buildings selected because of special merit. A special bonus of 40% is offered to library schools and commissions ordering 25 or more copies direct from the Publishing Board.

Selected List of French Books. In press.

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LIBRARY WORK

VOL. II.

JULY, 1908

No. 2

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Support of Bibliographical Undertakings.

It is a frequent cause of lament among librarians that their work is hampered by the lack of sufficient bibliographical aids. It is not the quantity of reading matter a library has but the use of it that is the important thing. The library with a few good books and magazines and the proper tools to care for its material and make it accessible to its patrons is rendering a far more economical and efficient service to the community than one with greater resources which are only half used because the proper tools are lacking. There have been at various times concerted efforts to provide some of the things that are needed and large libraries have given generously of the services of their staff for this object. For some reason, perhaps because co-operative editorial work is unsatisfactory, these efforts have gone only a short way toward meeting the requirements. The A. L. A. publishing board has also stood sponsor for some valuable works, engaging experts for editors, but their publications have been very few compared with the number needed.

If every library in this country would devote one per cent. of its income to the support of co-operatively made bibliographies there would be absolutely no lack of good indexes for every kind of library and in every department. The total library income per year may be conservatively estimated at \$15,000,000. At one per cent. this would make an annual provision of \$150,000, enough to supply every library with all the bibliographical helps needed.

Money for the support of public institutions is usually secured by a tax on property in proportion to its value, on the supposition that a million dollar institution benefits more from public roads, parks, schools, police protection, courts of justice, than the little corner grocery. If the bibliographical service rendered the public thru public libraries was paid for on the basis of a tax proportional to its expenditures for books and periodicals, the small library would not be compelled to pay twenty-five and sometimes one hundred times as much as the large library in proportion to actual value of service.—Daily Cumulative.

Reference Use of Public Documents.

By Alice Marple, Reference Librarian, Des Moines.

(This paper was read before the joint meeting of the Iowa and Nebraska library associations, held at Council Bluffs and Omaha, October 8th to 11th, 1907.)

Public documents, when closely cataloged and their contents made available, are a valuable asset to any library, but when standing in their sheep-bound covers in a neat row on the library shelves, they serve only to take up room which might be used to a better purpose.

Documents to be used must be known, and I know of no better way to become acquainted with them than by analyzing them. After a time they become old friends and you have a very good idea of what you may expect to find in the Consular reports, International bureau of American republics, Statistical abstracts, etc.

Most of the books on statistics in this country are compiled from the government documents. Josiah Strong in his Social progress has compiled his statistics from such books as U. S. Summary of commerce and finance, Census, 1900, Reports of the commissioner general of immigration, Labor bulletin, 1902, and the U. S. Bureau of statistics. The reference librarian who is able to use these statistics first hand will find herself ready to answer many of the perplexing questions that come to her desk.

The annual reports published by each department of government are not as interesting as many of the special reports, but give one an excellent idea of the scope and work of each department.

The Secretary of agriculture in his report covers reports of fifteen departments. Among them are the Bureau of animal in-

dustry, Plant industry, Forestry, Bureau of chemistry, Bureau of statistics, etc.

The Farmers' bulletins published by this department are at present 296 in number. They treat of practical subjects of great benefit to the farmer. Many of them are also of interest to the general public. The bulletins may be obtained from the Agricultural department at a nominal cost and should be in every home. Use of fruit as food, The lawn, Potatoes and other root crops as food, Apple and how to grow it, Standard varieties of chickens, Facts about milk, Bread and the principles of bread making, are the subjects of some of the later bulletins.

Our library binds each year the Farmers' bulletins, Bulletins of the Bureaus of animal industry, Chemistry, Forestry, Plant industry, Experiment station, and the Experiment station records. Cards are made for the subjects of these bulletins and incorporated into our document catalog.

The Agricultural year book, published by the Department of agriculture, is a useful, interesting and attractive book. It is often beautifully illustrated. In the one for 1905 you will find the following subjects: Diversified farming in the cotton belt, Business of seed and plant introduction, Relation of irrigation to dry farming, Promising new fruits, Causes affecting farm values, etc.

The International bureau of American republics was established in 1890 for the purpose of maintaining closer relations among the republics of the western hemisphere. The Annual reports of this bureau are full of information in regard to the agricultural and industrial conditions of these republics and one is astonished at the rapid strides they are making in railroad building and all lines of modern industry.

The annual reports of the governors of the territories are very complete and any reference librarian who is requested to furnish material on Arizona, Alaska and New Mexico could not do better than to hand out one of these reports. Attention might here be called to the Gazetteer of Texas, published by the U. S. Geological survey; also to the Gazetteer of the Philippine Islands.

No reference room should be without the bulletins published by the Census bureau. These are at present 69 in number. Those most used by our library have been: Child labor in the United States, Statistics of cities having a population of over 25,000, 1902 and 1903, Statistics of cities having a population of 8,000-25,000, 1903, Commercial valuation of railway operating property in the United States, Negroes in the United States, Illiteracy in the United States, Irrigation in the United States. This department has just published a book on Statistics of women at work, 1900.

The Congressional directories, published for the use of the U. S. Senate, make valuable reference books. The one for the Fifty-seventh congress, Second session, is

a biographical directory covering the from 1774-1903. First comes the ex-officers of the United States, 1789 next the Continental congress with place and time of sessions, presiding clerks and delegates of the Congress; is a list of the senators and representatives of every Congress from the first to fifty-seventh, and the latter half of the book is taken up with short biographies of all senators and representatives.

The Congressional directory of the eighth congress, special session, has of all the states with the congressional districts outlined and numbered.

The Directory of the fifty-ninth congress, first session, has a biography of the president and his secretary, the names of persons employed at the White House together with their streets and numbers, the White House rules. Following each department of the government is given up with a biography of the head of the department, and street and number of person employed.

The Manuals of the House of Representatives contain the constitution of the United States, Jefferson's manual of parliamentary practice and the rules of the House of representatives. If you doubt where to find a copy of the constitution of the United States you will find one in one of the Manuals of the House of representatives.

Every foreign consul is required by the government to make a report of the cultural, industrial and commercial conditions of the district in which he resides. The articles in these reports are for the most part short, but often give you the information you desire. Last year of the reports gave an account of the iron cooking box, with a list of things cooked and just how to cook them. Plain was the description that many Moines boxes were fashioned from iron and have proved very successful.

From the consular reports on France we have this material: Aerial navigation, France, American chamber of commerce, American securities, Manufacture of artificial silk, Bank of France, Poisonous, Decreasing birth rate, Cognac brandy of the aged, French financial conditions, etc.

Each country is taken up in much the same way and the librarian, by means of the Consular reports, has a storehouse of information at hand.

The reports of the Bureau of education should be in every library. Vol. 1 of the report for 1904 has in it the following subjects: Pensions in German universities, Digest of the school laws of different states, University of Paris during the middle ages, Temperance instruction in public schools, Early English written education, Juvenile criminality in Germany.

The serial publications of the Geological survey consist of Annual reports, 1880-1903, Professional papers, Bulletin of Mineral resources, Water supply and

papers, Topographic atlas of the States and Geologic atlas of the States. The list of publications of S. Geological survey may be found logical survey professional papers, 2-34, 58th cong. 2d sess., House nt 780, page 435. Serial No. 4713. tins of the Labor department disse various subjects of labor, such as native communities in the United Co-partnership in England, Cost of and Decisions of courts affecting

For bibliography of articles published in the Labor bulletins see House nt No. 343, pt. 1, in Vol. 75, page 1th cong. 2d sess. Serial no. 4701.

Smithsonian institution in Washington D. C., was created by act of Congress August 10, 1846, in accordance with the will of James Smithson, who bequeathed the reversion of an estate amounting to \$515,169 to the United States devoted to the increase and diffusion of knowledge among men. The institution publishes (1) Smithsonian Contributions to Knowledge, (2) Smithsonian Miscellaneous Publications, (3) Annual reports of the Board of Regents. The Annual reports consolidate the reports and proceedings of officers of the institution, a collection of memoirs on subjects of general interest.

The report of the institution for 1905 has the following memoirs: History of some discoveries of photography, Evidence of evolution, Bees and Old age, Pewter and the revival of the

National museum is a depository of all things under the control of the Smithsonian institution. A series of publications issued by the museum and include (1) Reports, (2) Bulletins of the U. S. National museum, (3) Proceedings of the National museum. The Annual Report, in the sheep-bound set to publications.

Since 1890 the American historical association incorporated by act of Congress authorized to report to the Smithsonian institution concerning its proceedings and the conditions of historical study in the United States. These reports are published by the Smithsonian institution and it is needless to add that they are of great value to a reference

Bureau of ethnology, established by act of Congress in 1879, is also under the control of the Smithsonian institution. It has for its principal object the carrying on of studies in the ethnology, archaeology, pictography and linguistics of North America. It publishes Annual reports and has contributed to the Contributions to North American Ethnology, a series of nine quarto volumes which were begun in 1877.

At various times in its history Congress has organized special commissions, such as the Interstate Commerce Commission, Merchant marine and the Reclamation service. From the Interstate Commerce Commission report we obtain our facts on railroads and the report of

the Reclamation service gives us in detail an account of the wonderful work of irrigation undertaken by the government.

There are some special sets of books among the documents which merit attention. Among these are: Messages and papers of the presidents, 1789-1897, compiled by James D. Richardson, 10v.; History and digest of international law, by John Bassett Moore, 8v.; History and digest of international arbitration, by John Bassett Moore, 6v.

Among the single volumes none has been more used in our library than the one on Indian basketry, published by the U. S. National museum. There are 548 pages in the book. Two-thirds of them are illustrations, many of them in colors. The Des Moines schools have made good use of this book.

The Ethnology bureau has just sent out one volume of the Handbook of American Indians. It is just what the title indicates and should be on the shelves of every library. Another interesting single volume is Man and abnormal man, including a study of children. It is a study of the criminal, pauper and defective classes, with bibliographies and statistics of crime, suicide and insanity.

Another useful reference book is the Origin of certain place names in the United States, by Henry Gannett, a publication of the U. S. Geological survey.

The Geological survey also publishes a Dictionary of altitudes, which is in the fourth edition. I have had frequent occasion to use this book.

Treaties in force in 1898 and Treaties in force in 1904 are also good books to obtain.

The bibliographies compiled under the direction of A. P. C. Griffin, chief of the division of bibliography in the Library of Congress, come to our library with the government documents. They cover such subjects as Immigration, Trusts, Mercantile marine subsidies, Labor and strikes, Reciprocity, Municipal affairs, etc., and are indispensable additions to the debate material of the library.

The appendix of the index volume of the Congressional record contains the speeches made in that Congress. These are indexed and placed in our document catalog and when we are called upon for material upon railroad rates, mercantile marine subsidies or trusts we have no trouble to find it.

It is impossible in a paper of this scope to call attention to all the good things in the public documents. There is scarcely one published that might not be used in a library. Even the miscellaneous documents, filled as they are with pensions, appropriations, government buildings, etc., are sure to contain three or more articles that one could not afford to miss.

Charles M. Smith, in his article on public documents as a library resource, in the Library journal for May, 1907, says:

"In a representative collection of public documents the housekeeper will be able to

find reliable information in regard to foods, their cooking and their nutritive value and cost. The butcher will find illustrations of the various cuts of meat. The grocer can here post himself upon food adulterations and can read analyses of cereal breakfast foods and baking powders which he may wish to recommend to his customers. The physician will be interested in the health reports of the various epidemic diseases. The farmer will find practical hints upon the cultivation of his crops, with the best methods of eradicating weeds and checking the ravages of injurious insects. Politicians may wish to inform themselves

upon laws, treaties, salaries and political history. In the field of American history no considerable work has been done without recourse to the United States public documents. Were all the records destroyed, it would be necessary to write from the federal documents alone a fairly comprehensive history of the United States from the adoption of the constitution to the present."

He ends by saying, "Personal effort on the part of the librarian is essential to the large usefulness of a collection of public documents."

Periodicals Included

- A. L. A. Bull.—American Library Association Bulletin, 34 Newbury St., Boston.
- Ia. Lib. Q.—Iowa Library Quarterly, Iowa State Library Commission, Des Moines.
- Library, n.s.—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover, London, W.
- Lib. Asst.—Library Assistant. 3s. Hugh Smith, Bishopsgate Institute, London, E.
- Lib. Assn. Rec.—Library Association Record. Single numbers, *2s. Whitcomb Street, Pall Mall East, London, S. W.
- Lib. J.—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. Occurrent.—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.
- Lib. World.—Library World. 6s. 6d. Library Supply Co., 181 Victoria St., London, Minn.
- Pub. Lib. Com. Notes.—Minnesota Public Library Commission Notes, Capitol, St. Paul, Minn.
- Neb. Lib. Bull.—Nebraska Library Bulletin. Nebraska Public Library Commission, Lincoln, Neb.
- N. Y. Libraries.—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- News Notes of Cal. Lib.—News Notes of California Libraries. California State Library, Sacramento, Cal.
- Pub. Lib.—Public Libraries. \$1. Library Bureau, 156 Wabash Ave., Chicago.
- Vermont Lib. Com. Bull.—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wash. Lib. Bull.—Washington Library Association Bulletin, State Library, Washington, Wash.
- Wis. Lib. Bull.—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.

Besides indexing the above named library periodicals, note has been made of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current Library Literature

January to June 1908

Access to shelves.

My opinion of open access. H. Tapley-Soper. Lib. World. 10: 243-5. Ja. '08.

The object of open access "is to make the library a real live workshop, to which every one can gain admission with the greatest possible ease." All difficulties which arise in open access are in matters of detail or administration and these can be overcome by using common sense and employing ordinary business methods.

Accounts.

Cash receipts and petty cash. E. W. Neesham. Lib. World. 10: 248-51. Ja. '08.

A system of keeping accounts is given.

Administration.

Organization of labor within libraries. M. L. Jones. Lib. J. 33: 171-3. My. '08.

Under the autocratic system of administration the staff exists to carry out the plans of its chief who alone sees the work as a whole. This system needs but few trained and experienced assistants. Efficiency, accuracy and dispatch may be attained in simple things only. This is the old system. Under the other system not only supervision is delegated but also responsibility and initiative "and not only delegated, but redelegated down to the last messenger boy. The constant endeavor is to make each individual on the staff see the work more or less as the librarian sees it—that is, in its entirety." Each member of the staff must have not only technical training but also experience. "Shorter hours, longer vacations and greater freedom from routine must likewise be granted.

Too much independence of departments with limited supervision may result in a lack of correlation. Duplication of effort and loss of efficiency is likely to result. From a financial point of view it frequently proves extravagant, even when tested by results. On the other hand, where one personality prevails, there may be a lack of vitality in the work. Indifference on the part of the librarian to any phase of activity may result in positive neglect on the part of those to whom the task is assigned. Where freedom of plan and freedom of execution of plan is the key-note, the very indifference of the chief to any line of work of execution of plan is the key-note, the very its utmost, thereby forcing its recognition."

American library association.

Value of associations. A. E. Bostwick. Lib. J. 33: 3-9. Ja. '08.

A group of people working together for a specific end can accomplish more than can individuals working separately. But the larger the group the more unwieldy it becomes. It is the duty of every librarian to become a member of the A. L. A. not for his own benefit alone but for the good that may result to

library work in general. Increased numbers will by reason of their membership scattered thru the country increase the influence of the library and strengthen the hands of library workers.

Architecture. See Buildings.

Art department.

See also Pictures.

Assistants. See Librarians and assistants.

Associations. See Library associations and clubs.

Bequests. See Gifts and bequests.

Bibliography.

Cooperation in scientific bibliography. C. A. Kofoid. Science, n.s. 27: 543-5. Ap. 3, '08.

Notes on this article are given under the heading Concilium bibliographicum.

New Hain. A. G. S. Josephson. Lib. J. 33: 182-3. My. '08.

Work of the Concilium bibliographicum of Zurich. A. L. Voge. Pub. Lib. 13: 42-3. F. '08.

Notes on this article are given under the heading Concilium bibliographicum.

Binding and repairing.

Binding. E. D. Henwood. Pub. Lib. 13: 227-8. Je. '08.

"The first operation in bookbinding is to fold the sheets into sections, then the sections are arranged in proper order. The collected sections are pressed and shallow channels are sawed across the back in order to admit the cords to which the sections are sewed. A sewing bench is used in the operation of attaching the sections to the cords by threads passing around the latter. The back is then covered with a coating of glue, and rounded with a hammer, after which it is trimmed. Then the book is again glued, and the back covered with binders' muslin. The case is then made and placed on the book, and then put under a heavy pressure for a few hours."

Care of leather bindings. L. Knowlton. Library Occurrent, No. 11: 5. Mr. '08.

"Leather bound books kept in rooms where gas is used should not be placed on high shelves and the rooms should be well ventilated. If the books are handled much the oil from the skin on the hands keeps them in fairly good condition, but otherwise the oil should be supplied in another way. Vaseline has been used with success, but about the most satisfactory preservative is the following: Pure castor-oil with one-half its weight of paraffin wax heated

Binding and repairing—Continued.

in an earthen jar until the wax melts. Work some of this into a flannel cloth and apply to the leather, giving especial attention to the backs and joints. Very little of the oil need be used if it is rubbed in thoroughly. The book can then be wiped with a clean flannel. If this is done once or twice a year the results will be astonishing. Leather can be cleaned by putting a coat of thin starch paste (cooked) over the book, avoiding the gold tooling. When it has been on a few moments, wipe off with a clean cloth and apply the oil preparation described above."

Modern bookbindings: their design and decoration. S. T. Prideaux. O. 131p. 58 facsim. on 40 pl. *\$3. '06. Dutton.

"An account of the best English and French bookbinders of the day, written by an artist and illustrated by fifty-four selected examples of their work."—Ath.

Blind.

Department for the blind. [Cleveland public library. 38th annual report, 1906. p. 47-9.]

The Cleveland library began several years ago to make a collection of books in raised type for the blind, but these are so expensive (costing about ten times as much as the same books cost in ordinary print), and serve such a small proportion of the population, that only a very small part of the book funds can go for this purpose, and the collection now numbers but 166 volumes. . . . One of the difficulties in supplying books for the blind is the number of different systems of printing and the fact that some of the blind people of the city read one system and some another. Investigation showed that the New York point was read by the largest number and the Line letter by the next largest, so the purchases have so far been confined entirely to these two systems. . . . Another difficulty is the size of the volumes, they being so large that it is tiresome to stoop over them and reach to the top lines." As the library had not a sufficient number of books to supply all who wished them, weekly readings were started. The Cleveland Electric railway company furnish car tickets to the blind and their guides to and from these readings. A ticket bureau has been inaugurated to receive and distribute tickets to concerts, lectures and the theatre. A society has been formed for conducting an industrial school and shop."

Magazine for the blind. *il. Sci. Am.* 98: 351-2. *My.* 16, '08.

A description of the printing plant of the *Zeilger* magazine.

Book buying.

Acme of co-operation. W. P. Cutter. *Pub. Lib.* 13: 217-8. *Jc.* '08.

"The chief difficulty in the way of co-operative purchasing lies in the apathy among the libraries to any suggestion that will save them money. . . . A central purchasing agency could save in a short time all its cost in the mere discounts on subscription books. It could save the uninformed, isolated librarian probably 30 per cent of the money spent. . . . I do not argue for volunteer work. It is worth usually just what it costs. I recommend rather a well-paid agent, one who knows the book trade, is fearless and unpurchaseable. Such an agent should be paid a commission on actual cost. Such an agent with a pledged clientele, could dictate terms to the seller. Now the seller dictates terms to the buyer, an anomaly not known in any other business."

Book-buying and other library problems. P. B. Wright. *Pub. Lib.* 13: 120-3, 165-8. *Ap.-My.* '08.

It is hard to say how much of the library income should be set aside for buying books unless

one knows all the conditions under which the library works. On examining the reports of 69 libraries it was found that 23 per cent of the income was the average spent for books proper, 10 per cent for binding and 5 per cent for periodicals. "Expenditures in the book account for the smaller library sometimes run as low as 8 per cent, seldom exceed 25 per cent." Libraries should rarely buy fine limited editions of standard authors, but they should purchase the best trade editions. Do not as a rule buy subscription books, and when buying them wait until the price is reduced. "It is becoming more and more the practice, in the gradual widening of the library field, to use a fair proportion of its income in the purchase of books and periodicals devoted to the industrial trades, looking first to those most general, eventually reaching those with fewer followers. . . . The library should strive as hard to aid the modern manual training or trade school idea as it does any other department of educational work."

Editions suggested for a circulating library. L. Jeffers. *Lib. J.* 33: 48-53. *F.* '08.

Mr. Jeffers, who has charge of the book purchase and distribution for the circulation department of the New York public library, has had exceptional opportunity to study what fiction is in the greatest demand by library patrons. Knowing this he has made a study of editions with respect to prices, bindings, legibility of type and quality of paper. "The publishers of a popular novel sometimes issue a low-priced edition from the same plates as the original. As this is often printed on a flexible paper, and differs only in the omission of a few illustrations and in an altered cover design, it may be as desirable for strong binding as the higher priced book. Eventually this edition may be sold to a publisher of low-priced books, so that it may still be secured, altho it is not listed by the original publisher. . . . The English editions may be imported free of duty for library use at less expense than if purchased in this country." A list is given of forty titles of fiction in the order of popularity. "At present there are from four to five hundred titles on which it is more economical to supply a new copy in strong binding than to rebind a used copy in publisher's binding." A list of these titles with publisher and price is given.

Letter to the American publishers' association. *Lib. J.* 33: 58-9. *F.* '08.

Methods in book purchasing. J. Spereiman. (p. 47-61 in *Proceedings of the annual meeting of the Ontario library association, Toronto, Ap. 1907.*)

The general consensus of opinion is that it is better not to have books sent on approval from publishers; that it is advisable to scatter the purchase thru the year rather than to buy all in one lot at the beginning of the year; that it is generally unsatisfactory to order thru local dealers.

Book reviewing.

Are reviews reliable? L. J. Burpee. *Lib. J.* 33: 101-2. *Mr.* '08.

Mr. Andrew Koegh of Yale is quoted as saying that "a large proportion of book reviewing today is not honest. A literary journal usually pays attention only to the books sent to it to review, and makes a selection from these. Criticisms of books are influenced by the advertising of their publishers. When an advertisement is sent with a book, the book is reviewed quickly." Mr. Burpee thinks this criticism too sweeping. He says "I do not believe for a moment that it applies to such reviews as the *Nation* and *Spectator*, the *Saturday Review* and the *Dial*, nor to newspapers of the class of the *New York Post* and *Times*; and it is to these alone that any intelligent librarian will look for advice in selecting his books."

Book selection.

See also Book buying.

Difficulties in the selection of scientific and technical books. E. A. Savage. Lib. Assn. Rec. 10: 162-74. Ap. '08.

The difficulties resolve themselves into two classes—the elimination of old books and the addition of new ones. Two suggestions are feasible in the elimination of old books, viz., to designate all books which are surely obsolete to reserve stock, and to paste a warning notice inside all ephemeral books in science, technology and sociology. Such a notice might read: "When choosing a scientific or technical book note the date of publication. Some books not of recent date are retained because the elementary and historical parts of them are still valuable, though other parts are obsolete. This book as published in . . . was revised last in . . ." The keeping of scientific and technological books up to date is a serious question. Large libraries can usually afford to purchase all important books as soon as they are published, but the small library runs the risk of wasting some of its funds on books that are not the very best for its public. The small library should put a limit on the subjects presented in it. In this way it could double its books on each and so be better equipped for continuous study in certain lines. If it attempts to be comprehensive in selection many subjects will be covered by only one or two books of a general character. Then, too, "the over subjects the librarian has to overlook is more likely is he to succeed in keeping the selections upon them up to date and adequate." The sources of information about science books are poor. The guides drawn up especially to help him are out of date when he selects them, and he has been obliged to select without them. He cannot depend on reviewers—they do not tell with exactitude the subject of a book and the point of view, nor, in the case of new editions, the extent of the revision. What would help the librarian in the case of science is a concise annual summary of progress. In Germany and France summaries are published for several branches of science. The annual list of Best books is excellent but recommendations are too late to be of service. "A public library cannot wait till the end of the year before making its selection of books on any subject, especially in science and technology. The latest work is required at the earliest moment." A monthly annotated list would be far more valuable than the annual list. The L. A. Book-list is annotated but the recommendations are not signed and it recommends only books of a general character. The library association should cooperate in publishing a monthly list.

How far should the demand of the public for popular books be supplied? P. B. Wright. Pub. Lib. 13: 122-3. Ap. '08.

Twenty-five to forty per cent of fiction is a good working basis for a library.

Municipal popular libraries of Paris. G. F. Bowerman. Lib. J. 33: 9-13. Ja. '08; Same cond. Pub. Lib. 11: 395-6. D. '07.

The Paris library commission issues yearly list of best French books for French libraries. A "monthly periodical published to aid the choice of current French books is the *Bibliographie du bon livre français* (Paris, Action Sociale de la Femme, subscription 250 centimes.) Books favorably reviewed in it may be purchased with safety by American libraries."

Principles of book selection. C. Bacon. N. Y. Lib. 1: 3-6. O.; Same. Ver. Lib. Com. Bull. 3: 1-5. D. '07.

Selection and rejection of books. J. C. Dana. Lib. J. 33: 148-9. Ap.; Same. Pub. Lib. 13: 177-8. My. '08.

"Buying ten copies of the best book on a

subject for a given library's constituency, saves money over buying 10 different books on the same subject; it saves in selecting, ordering, cataloging, classifying, replacing, finding on the shelf because always in, and in satisfying inquirers because the staff knows the one book, its scope, contents, value and what it can do for a given inquirer. This is the secret of the art of selecting; few titles, carefully chosen for the community's needs, and freely duplicated."

Undistinguished authors: their use in a children's room. H. P. Dodd. Lib. J. 33: 138-41. Ap. '08.

Notes on this article are given under the heading *Children's reading*.

Books, Making of.

See also Imprints.

Bookworms.

Insect enemies of books. J. Boyer. il. Sci. Am. 98: 413-4. Je. 6, '08.

"For many centuries librarians had observed depredations due to insects without knowing their precise cause. In 1721 Frisch of Berlin found in a crust of dry bread the larva of an insect which bored holes in books, manuscripts and paintings. . . . In 1742 Prediger suggested methods of protecting books from the ravages of insects, and in 1754 the Gentleman's Magazine of London recommended dusting the shelves and the fly-leaves of books with pepper, pulverized alum, and other insecticides." The bread-borer is one of the most formidable of the insect pests. It is found in all climates. "The beetle is one-twelfth inch long, downy, light brown, and striped lengthwise. The eggs are laid between the edges of the leaves, in scratches in leather bindings, chinks due to imperfect pasting of backs and fly leaves etc. . . . The worm bores long narrow tunnels through paper, leather and wood, leaving a trail of sawdust mixed with white excrement." The only effective method of getting rid of borers "consists in exposing the infested volumes to the vapor of carbon disulphide, by putting them in an airtight metal-lined box with a saucer of that liquid. Thirty-six hours of this treatment suffices to kill beetles, pupae, larvae, and eggs. The unpleasant odor of the disulphide disappears after brief exposure to the air and the only objection to the use of this substance is its inflammability and the explosive character of its vapor when mixed with air. Hence the fumigation should be done in the daytime in a well ventilated room and the box should not be opened near a flame. On the other hand, the process possesses the merit of cheapness, as the disulphide costs only 9 cents a pound and an ounce suffices to fumigate a box of 70 cubic feet capacity." The larva of the dermestid especially like leather and parchment and make regular tunnels "going in all directions and gnawing and disintegrating the bindings in an extraordinary manner. Sprinkling with benzine and fumigation with carbon disulphide have been recommended for their destruction." The silver fish, a wingless insect "may often be seen scurrying away from a book suddenly opened in summer. . . . Its favorite food is paste or glue, to obtain which it destroys titles, labels and heavily sized paper, respecting only the parts that are covered with ink. It may be caught by cutting notches in the edge of a small box, and inverting the box on a plate containing paste spread on paper. This trap should be placed in the darkest corner of the room. . . . Pyrethrum powder also destroys or stupefies them, but perhaps the best way to get rid of them is to move and air the books frequently, and kill every insect discovered. Psocids or book-lice are often discovered from old books kept in damp places and may be seen on library shelves in summer. They are almost omnivorous but especially fond of paste and mold, in search of which they perforate bindings. . . . Pulverized

Bookworms—Continued.

camphor has some effect in driving away the book-lice. . . . The familiar cockroach attacks and devours in its nocturnal raids the paper and bindings of books as well as flour, sugar and other provisions." Pyrethrum powder strewn on the shelves paralyzes the cockroaches. Traps are also used to catch them.

Borrowers' cards.

Card system for registration of borrowers. F. W. T. Lange. Lib. World. 10: 272-3. Ja. '08.

Supplementary tickets and facilities to students. E. S. Martin. Lib. World. 10: 313-4. F. '08.

Almost all libraries now issue extra borrowers' tickets. On these, as a general rule, any book except fiction may be taken. If libraries are to approximate their maximum usefulness "Rules regulating supplementary tickets should allow librarians to use their discretionary powers in dealing with bona-fide students. Direct means should be adopted whereby new borrowers will be immediately confronted with the various facilities offered them. Charging systems should be perfectly adjustable so as to allow the whole or any part of a work consisting of several volumes to be correctly accredited to single readers."

Branch libraries.

See also Delivery stations; Deposit stations.

Deposit station, branch reading room, branch library, as they exist at present in California. Il. News Notes of Cal. Lib. 3: 109-22. Ap. '08.

Some years ago in order to ascertain just what portions of San Francisco were reached by library service a map of the city was marked by dots according to the addresses of all the card holders, of whom there were 30,000. Red dots were used to indicate users of the main library, while green dots indicated the branches. The map when finished was colored nearly a solid red in the immediate vicinity of the main library "thinning out as the distance from the library increased, and similar effects in green pointed to the whereabouts of the respective branches. It was noticeable, also, that practically all of the readers of the respective branches could be included in circles described with the branches as centres and with radii varying from one half to three-fourths of a mile. The main library with its larger collection of books and also from the fact of its being on the line of travel between the business quarter and the greater residence section, had readers scattered over nearly the entire area of the city, but the majority of its readers also came within the mile limit. Three-fourths of a mile, however, seems to be about as far as the average person will go for a book." This fact helped to settle the location of the branch libraries in the future and to change the location of some already established in sparsely populated districts. At first while there were reading rooms established in the branches the books were supplied from the main library, making the branches practically delivery stations. But circulation languished and so as rapidly as possible they were better provided for and the open shelf system put into practice. New branches were established only in thickly populated districts, the plan being to have an interval of at least a mile and a half between libraries. Outlying districts were provided with delivery stations, where about 300 books were kept. These collections were frequently shifted from station to station.

Mania for bricks and mortar. W. C. B. Sayers. Lib. Assn. Rec. 10: 224-6. My. '08.

"One library adequate to all demands is more valuable to the community than any number of less adequate branches; at any rate the claims

of separate districts should be resisted if a central library is properly equipped.

Reading list on the extension of public library, with notes. News Cal. Lib. 3: 126-8. Ap. '08.

British museum.

British museum cataloging rule. Stephen. Lib. World. 10: 401 '08.

Notes on this article are given in heading Cataloging.

Buildings.

Brief description of the State library building at Madison, Wis. (Descriptive handbook, Wis. State historical society. il. pa. gratis. '06. Wis. hist. soc. 10: 101.

Mania for bricks and mortar. W. C. B. Sayers. Lib. Assn. Rec. 10: 224-6. My. '08.

"With rare exceptions our municipal libraries are the most hideous buildings erected architecturally benighted country. . . . Libraries in this country are perhaps not so in appearance, but the majority of them are heavily facaded, unornamental blotches on the landscape." The architect's preference to "hover between a church—from a church he expresses what he believes to be the essential character of books, and to give no big newsroom which in his eyes is an important part of the edifice; a bank—to suggest security; and a gaol—which he suggests to suggest that the way of life is harsh and uninviting."

New York state education building. Albany. Lib. J. 33: 55-6. F. '08.

Recent developments in small library design. L. W. Claude. Wis. Lib. 9-11. Ja. '08.

A small library means here a one-story building costing from \$7,000 to \$25,000. The building the librarian should be so planned that she may have perfect supervision over the floor, and entrances and exits to the building requires a central location for the location of the main entrance, and the location of all walls, posts, and partitions that obstruct her view." In such a building the desks are preferably placed directly behind the desk, tho they may be placed on one side of the desk with the librarian's room on the other side. In very small libraries no librarians' room is necessary. The cloak room should be on the first floor. In a medium-sized building the following arrangement for the basement follows: "A large lecture room, seating 200 or 300; dressing room for lecturers; small class or study rooms; . . . work room; librarian's office; fuel room; janitor's room, and toilet rooms. In addition to these rooms a vault for storage of old and newspaper files, and a book storage room may be put in to advantage if sufficient space is available. . . . Ample windows should be provided so as to thoroughly light every part of the building. . . . Chandeliers hung from the ceiling, or Nernst lamps for general illumination, with special wall light book cases, all controlled from switch at the librarian's desk, seem to give the best results. . . . The furniture should be sturdy and good in design, but not too heavy. The first story floors should be covered with carpet. Ample bulletin space should be provided."

Some Wisconsin library buildings. 68p. pa. '04. Wisconsin free library association.

The pamphlet gives half tones of the Wisconsin libraries.

Carnegie libraries.

Carnegie library gifts, 1907. Lib. J. 33: 19. Ja. '08.

Catalog cards for sale.

See also Library of congress catalog cards.

Cataloging.

See also Classification.

Author headings for United States public documents as used in the official catalog of the Superintendent of documents. 2d ed. O. 32p. '07. Supt. of doc.

British museum cataloging rules. G: A. Stephen. Lib. World. 10: 401-10. My. '08.

The ninety-one cataloging rules of the British museum form the basis of all codes of scientific cataloging. They were the work of Anthony Panizzi and were presented to the trustees of the museum in 1839. "The publication of these rules met with much hostile criticism from members of the staff and from readers of literary fame, some of whom even went so far as to decry rules altogether. . . . In 1900 a revised edition of the rules was published. These embraced a few innovations resulting from the experience gained in printing the catalog. No radical changes, however, have been made in the original rules, for it was obviously impossible to alter these essentially without re-cataloging the entire library:—a task, the magnitude of which forbids contemplation. The number of these revised rules has not only been reduced from ninety-one to thirty-nine, but their former arrangement has been dispensed with and they are now arranged in logical sequence." The catalog of the museum is an author catalog only, hence the rules do not cover subject entries. "The first seriously contentious rule is No. 6, which directs that: 'In the case of saints the name to be adopted is the English form of the name by which they have been canonized; in the case of popes and sovereigns the English form of the name which they officially assume', and in the case of members of such religious orders as discard secular names, the name in religion; the original names of saints, popes, and members of religious orders being added within brackets. Princes of sovereign houses are to be entered under their Christian names only. Peers and bishops are to be entered under their family names.' In regard to that portion of the rule respecting sovereigns, saints, and members of religious orders, all cataloging authorities are agreed that generally this is the best form of treatment, but strict adhesion to this rule occasionally necessitates the entry being made under that portion of the name which is least familiar to readers." The case of St. Francis Xavier is cited here. By the Museum rule he goes under Francis tho he is almost invariably referred to as Xavier. The only practical way of entering the names of bishops is to adopt the Museum plan because the ecclesiastical titles are subject to frequent change. Peers however are on a different basis. It is argued for the rule that the family name does not change, that often founders of noble families are as well known by their family names as by their titles, and that by this entry members of the same family are brought together. Objectors say that noblemen are always spoken of by their titles, their ordinary signature is their title only, and that their family name is seldom on the title-pages of their works. The A. L. A., Bodleian, Cutter and the L. A. all make the entry under the title except when the family name is decidedly better known. The next rule taken up is No. 11. "In compound English and Dutch surnames the last name is to be preferred." The exception to this is the debatable point, viz., "In the case of authors who change their name, or add to it a second, after having begun to publish under the first, the heading is to consist of the original name followed by the word 'afterward' and the name subsequently adopted. . . . So

far as the British museum catalog is concerned there seems to be no legitimate objection to this dual rule regarding compound names, because it is quite conceivable that at the time a modern author changes his name, or converts it into a compound one, the catalog may already contain entries under his first name. Thus, if the rule of selecting the last name were to be adhered to without exception, either all previous entries in the existing catalog would have to be deleted and entered under the new name, or an author's works must appear in two places in the catalog." But in the case of a man who has changed his name, as Sir Francis Palgrave, who after he had issued two slight publications, changed his name from Cohen to Palgrave, the drawback is serious. All his works are entered under Cohen, a name not known to the majority of readers. "Initials denoting authorship are to be adopted as headings. Where they represent the name of a person the last letter is to be taken as representing a surname." The Bodleian treats such books as anonymous, and makes a cross-reference from initials. Cutter and the L. A. agree with the Museum plan. But initials are not easy to remember and books published with initials on the title page are often referred to by their titles only. "The treatment of series of books has not received that consideration which one would have expected. Clause (b) of rule 24 provides for an entry under the name of the editor, but not for a detailed list of the volumes in the series. Should a person know only the title of a book in a series, he thus has no means of ascertaining whether or no it is contained in the library. . . . Objection is frequently made to the special headings provided for various classes of books, viz., Academies, Periodical publications, Ephemerides, Catalogs, etc. (rule 25), which are in fact alien to an author catalog, these being strictly speaking form entries. The practical advantages accruing from this plan are (a) that the principal disturbing elements are concentrated in two or three places, (b) that it gives a conspectus of the works in a particular class." Under Academies the publications of institutions and learned societies are "collected and classified under the name or country where the institution is situated or where the society holds its meetings." Periodicals are entered "under the general heading Periodical publications followed by the name of the place of publication." This is a very doubtful method. The titles of periodicals seldom include the name of the place of publication. "The index to the periodicals which is provided of course guides to the place of entry, but this necessitates a second reference." In the absence of declared authorship for a book it is to be entered (a) Under the person named or described on the title-page (b) if it concerns a collective body or institution under its name, (c) if it concerns a place or object under the name of the place or object, where these rules do not apply the heading is to be (d) the name of a person or place forming a necessary part of the title, or (e) the first substantive in the title, or (f) the first word other than an article. The great fault is that "no provision is made for a first word entry in every instance." Even when the authorship of anonymous books is known the Museum still puts them under the title and so often the works of an author are divided. As an example, the anonymous editions of Waverley are entered under Waverley, the other editions under Scott. The Museum rule on pseudonyms is to treat them as real names. The result is that an author's works are scattered if he has published works under his correct name, another pseudonym, initials, or anonymously into that many different places.

Essentials of co-operative cataloging. E. Crawford. Pub. Lib. 13: 201-6. Je. '08.

A plea to have the cataloging done with reference to the general public and its use of the catalog, rather than for the investigator.

Guide to the system of cataloging of the reference library; [New South Wales public library, Sydney] with rules for

Cataloging—Continued.

cataloging, the relative decimal classification, and headings used in the subject-index, by H. C. L. Anderson. 4th ed. March, 1902. Q. 393p. pa. bds. '02. W: A. Gulick, gov. printer, Sydney.

Learning to catalog. O. E. Clarke. Lib. Asst. 6: 116-20. My. '08.

"The chief aim of the cataloger must be to compile a catalog which shall be a complete index of the books in the library, rendering them as accessible as possible to every class of readers. The ideal catalog should be so compiled that the readers may be assisted to borrow books they will really appreciate, and that students may be helped to make a wise and useful choice." This may be attained by "the judicious use of annotated entries indicating the scope, objects and special features of the books, both fictional and non-fictional." Juniors should study the code in use in the library by which they are employed. A list of books helpful in cataloging is given by Miss Clarke.

Picture collections in small libraries. G. E. Salisbury. (Instructional department, no. 3.) 20p. pa. Wis. Free Lib. Com., Madison, Wis.

A catalog of pictures is very necessary and is primarily a subject catalog tho it should include some entries under the name of the artist. Rules for cataloging are given and sample cards shown.

Rules for an author and title sheaf catalog. J. D. Stewart. Lib. World. 10: 281-3. 364-7. F., Ap. '08.

These rules are illustrated by sample cards showing how and where to make the entries on the slips.

Catalogs.

Catalog of incunabula. R. A. Peddie. Lib. World. 10: 325-8. Mr. '08.

Sheaf catalog. J. D. Stewart. Lib. World. 10: 281-3, 364-7. F., Ap. '08.

Catalogs, Printed.

Class-room libraries for public schools listed by grades to which is added a list of books suggested for school reference libraries. O. 134p. pa. 31c. '02. Buffalo public library, Buffalo, N. Y.

Printed catalog. E. J. Hagey. Neb. Lib. Bull. 4: 12-4. F. '07.

The Lincoln, Nebraska, library had so many requests for a printed catalog that it felt as tho the lack in that direction was a handicap. The preparation of the copy took nearly all the time of one person for nine months. It was five months more before the printing was finished. In the meantime more than 2,500 books were added to the library. The catalog cost \$655.91 for printing only, for an edition of 2,000 copies. The cost of printing each list was 32 cents and it sold for 10 cents. In fourteen months only 468 copies were sold. "The majority of patrons go directly to the open shelves, some consult the card catalog but comparatively few use the finding list. The dictionary card catalog is much simpler to use; after its seeming mysteries have been explained to a borrower he uses it in preference to any other library tool. One has the satisfaction of knowing that all the books in the library are listed in the card catalog. . . . The monthly bulletins supplement the finding list but in order to find all the books on a given subject one must consult each bulletin since the finding list was sent to press. . . . Unless the library has much money at its disposal which means time of staff and money for the printer, a printed catalog is an extravagant use of means that could accomplish much more in other lines."

Charging systems.

See also Borrowers' cards; Indica

Card system for registration. ers. F. W. T. Lange. Lib. 272-3. Ja. '08.

Children's department.

Growing tendency to over-emphasize children's side. C. Matthew 33: 135-8. Ap. '08.

Many children's librarians are in their posts thru lack of training. A person in charge of a children's room requisite qualifications for the work had better be closed. There is a tendency to exaggerate the work for children. It is placed before the adult in importance is no such effort to draw the young and the parent to the library as to child to come. "Give the children books. Strike off 50 per cent, 90 per cent only will, of the titles to be found on of children's rooms. Substitute 'ad' and you will not need to appeal to the guide the child's choice."

Libraries for sick and crippled. M. G. Quigley. Char. 20: 25. '08.

The children's department of the (Ida, Michigan, public library has a memorial libraries which it sends to and crippled children. The first one by Mr. John Patton in memory of his boxes contain books which will interest of from eight to fourteen years. "Give books, easy reading, and books for and girls must be provided if the be a success. Then, too, the books must be full in tone if they are to carry a good cheer to the little sufferers. The of the books has been left largely to the children's librarian. The boxes are sent out of two weeks to children recover non-contagious diseases or those with broken bones or similar accidents with them 'shut-ins.' Nearly all the children visited by the children's librarian, even in hospitals (who avail themselves of this privilege whenever the boxes are used in the homes), in order to keep with them and also to get the child view with reference to the books. The personal touch is of the greatest value to the library and to the child. The card box is usually an event in the neighborhood and it is found that it carries the good books not only to the little ones to many of his friends."

Opening day—and after—in a library. M. D. Pretlow. Lib. 9. My. '08.

A humorous description of the work of children at the Hudson Park branch of the New York public library.

Principle of work with children. Pub. Lib. 13: 125-6. Ap.

Public library and the child. (den. Educa. Bimonthly. 2: 25-

"The children's department of a library place of high ideals. Its foundations the two-fold theory that the reading good thing to cultivate . . . and that vation of it cannot begin too early, habituating him, thru contact and with the good in literature, the child and accustomed to shun the bad and the futility of the merely indifferent. cago there has not been sufficient means to establish branch libraries and the public has not been in a quarter of the city very accessible to children. However 1907, the Thomas Hughes reading young people was opened. Emphasis laid on the serious rather than the side. The patronage comes chiefly

department—Continued.

the grammar and higher grades, is a definite task, in quest of aid for essays, or of collateral reading in the school." The Blackstone method library has always been the Mecca. It has organized a library league with the motto "clean hearts, clean books." The league has members. There is no direct work in public schools in Chicago. "An effort is made to arrange for the circulation of quantities in the schools desiring because of disagreement as to which library or school, ought to assume the transportation."

The librarian of a very small library can do for the children. F. Morley, Lib. Bull. No. 1: 3-7. F. '06. It, even if it contains only one room, made attractive to the children and convenient for them to use. It should be a table for their use placed aside from the reference works and periodicals so that they may feel at ease and not annoyed by older readers. Provide chairs and tables even if those that have to be cut down. Place the children on low shelves and encourage them to handle them. In selecting books, select those made by able librarians, and grade teachers. Teach the children to select for themselves. They always enjoy this. The very young children will soon select their own books. If the library in the schools many children will come out of curiosity, if nothing more. It is a good plan to invite the whole school in higher grades, to visit the library. If the teacher and the librarian plan this, they will be able to give the children a reference work. Above all, the children should become acquainted with the books and their books. One of the easiest ways to do this is to give the children the opportunity of doing something for the librarian. The librarian is coming to know the children, becoming better acquainted with their opinions of the books which they select. This advice is valuable even if the librarian with the books from her own collection is not always possible to see the child's standpoint. It is necessary to know what the children like, as well as to get them to read. It is worse than to recommend to a child what he will not read, what he cannot appreciate if he does not. It is depriving him of the benefit of the book, and the librarian is losing his opportunity. The more the librarian can know of the books from which he selects, the better she can help him to choose the book which he is capable of enjoying."

with children. (p. 12. Annual report of St. Joseph, Mo. Free public library.)

St. Joseph, Missouri, public library as an example of a library purchased 1600 stereoscopic views, as a part of the children's department. It has been an endless source of pleasure to the children. Teachers and librarians in such numbers that it was necessary to rule that 'grown ups' were not to use of the stereos when there were applicants among the children. The stereos purchased were chosen with special care, their value as aids in the study of geography, showing the people, their customs, and interesting views in different parts of the world.

reading.

Libraries and schools.

Selection of literature. Ia. Lib. Quar. 3. Ja. '08.

Selection of agencies for the inculcation of literary taste is the home library, well

stocked with books new and old (especially old), accessible to the child from the days of his early toddlings, and offering him its unaffected welcome. But the old-fashioned home library, in the sense in which we read of it in the literature of memoir and autobiography hardly exists today. . . . The influence of the home library falling away, we must look to the agencies of the public library and the school to unfold for our young people the joys of reading, which are also much more than present joys, since they have the lasting effect of enlarging the contracted life of the individual until it coincides with the sphere of all human experience. Of these two agencies, we are bound to say that the public library has risen more completely than the school to the true conception of their common task. The reason is simple enough. The library, with its enlightened modern methods and the realization of its educational functions, treats the young reader as an individual; the school, shackled by system, treats him as the member of a regiment."

Bibliography of children's reading, by Franklin T. Baker. O. 65p. 30c. '08. Columbia Univ. press, N. Y.

Carnegie library of Pittsburgh. Catalog of books: for the use of the first eight grades in the Pittsburgh schools. O. 331p. 50c. '07. Carnegie library, Pittsburgh.

Child and the book (reprinted from The lost art of reading): a manual for parents, and for teachers in schools and colleges. G. S. Lee. Mount Tom ed. O. 161p. \$1.50. '07. Putnam.

Children's reading as a factor in their education. G. S. Hall. Lib. J. 33: 123-8. Ap. '08.

"Differences in reading tastes between boys and girls, which are very slight in early childhood appear several years before puberty, and thereafter increase rapidly. These differences are so spontaneous, so well established by many statistical studies by various methods upon so many thousand children that they should be duly recognized by librarians, teachers and parents." Girls read more than boys and read what others read. Boys do not care for recommended books. Both love literature about animals but boys care most for the literature of wild savage beasts and hunting, while girls prefer accounts of pets and domestic animals. "Boys read most history, science and travel, girls most novels and poetry. . . . Boys love adventure, girls sentiment. . . . In childhood both sexes are interested in fairy tales, but girls most, and while boys practically cease to care for them by the fourth or fifth grade, girls' zest continues thru the sixth, seventh and later. Girls care far more for niceness, whether of style, binding, illustration; treat books better and are more amenable to library rules. . . . Girls love to read stories about girls which boys eschew, girls, however, caring much more to read about boys than boys to read about girls. Books dealing with domestic life and with young children in them girls have almost entirely to themselves. Boys on the other hand, excel in love of humor, rollicking fun, abandon, rough horse-play and tales of wild escapades. . . . The reading interests of high school girls are far more humanistic, cultural and general, and that of boys is more practical, vocational, and even special. Girls' interest in love stories and romance is earlier, far greater and continues longer than with boys, and the same is true, altho to a somewhat less extent, for society tales." President Hall contends that there is a need for a kind of animal and bird book that does not exist, viz., a monkey book, a wolf book, etc. Again there is a need "for condensed and simplified stories of the great mythic cycles, epics and classics." We also need a child book which gives an account of primitive and savage life.

Children's reading—Continued.

Detroit public library. Children's catalog. Q. 215p. 22c. '08. Detroit public library.

German principles for selection of children's books. A. M. Jordan. Pub. Lib. 13: 1-3. Ja. '08.

Reading of the young people. F. W. Atkinson. Lib. J. 33: 129-34. Ap. '08.

A study of the reading done by high school pupils in Springfield, Mass. According to the pupils' own reports it was found that the best reading was done by the freshmen and the poorest by the seniors. The reading of the children in the grades had been guided by the teachers and librarians, but such guidance had not been extended to high school pupils, and yet this is one of the most critical periods of the child's life because it is then that the habits of a lifetime are formed. "We have yet to see what can be accomplished in a large way during the adolescent period when the high school teachers, parents and librarian work together."

Undistinguished authors: their use in a children's room. H. P. Dodd. Lib. J. 33: 138-41. Ap. '08.

"If one is buying books for a small children's room, she will probably limit her purchases to those two or three hundred titles which we all agree are the best literature for children—and she will be right," but there are many books which are not usually found on recommended lists which the librarian might well consider. Such a book as "Town and city" by Jewett treats of the departments of city government and even discusses the garbage question. Buy this for the children. Willard's "City government for young people" is also good. Furrell's "A little cook book for a little girl" and "Saturday mornings" are good. The latter book has especially appealed to the girls. For boys buy Bowers' "How to make common things" and Wheeler's "Woodworking for beginners." Baker's "Boys' book of inventions" and Mowry's "American inventions and inventors." "Any book which gives a boy one more interest in his life than he already possesses, is worth his reading. Let him happen upon a book which opens an entirely new avenue of thought in his brain, and you have done him an everlasting favor. This thought gives a value to such books as St. John's "How two boys made their own electrical apparatus," and "Things a boy should know about electricity," which are well known only to people who are interested in mechanics and electrical improvements. The boys are keen in their enjoyment of these books." The titles of many other books with the reasons for purchasing them are cited in the article.

What do your children read? Ia. Lib. Quar. 5: 203-4. Ja. '08.

"Influencing the child's reading should be begun long before the child is able to read for himself. That can best be done by telling stories. . . . The joy and pleasure a child feels when he comes to read stories for himself that have been told to him is unknown to most parents. Repetition and familiarity with the stories will by no means detract from the child's pleasure and instruction when he is able to read for himself."

What you can get out of a Henty book. C. M. Hewins. N. Y. Lib. 1: 6-8. O. '07; Same. Wis. Lib. Bull. 4: 15-6. Ja. '08.

Circulation.

Circulation of single numbers of periodicals. F. M. Sanderson and E. M. Smith. Lib. J. 33: 86-94. Mr. '08.

Notes on this article are given under the heading Periodicals.

Classification.

Classification. Outline scheme of classes.

U. S. Lib. of congress. Catalog division. O. 21 l. '06. U. S. Lib. of congress.

Classification of the form classes. Lib. World. 10: 321-5. Mr. '08.

The idea of classifying fiction in catalogs is not new. Boston, Los Angeles, San Francisco, Clerkenwell, Petersborough, and Philadelphia have published catalogs in which novels have been classified under subject headings. It is difficult to understand why fiction that is didactic should not be so classified. Fiction, poetic and the drama are increasingly popular as vehicles for imparting knowledge. No matter what doubt may exist as to the advisability of classifying all fiction by subject there is little doubt that historical novels are a distinct contribution to the literature of history. "Waverley of Scott, is truer beyond comparison to the merits of the rebellion of '45 than is the authentic history of Home, though Home was himself an actor in many of the scenes which he describes."

Cutter author tables. See Cutter author tables.

Expansion of the Dewey decimal classification for the history of the Pacific Northwest. C. W. Smith. O. 15p. p. '08. Univ. of Washington Library. University Station, Seattle.

Extension of the Dewey decimal system of classification applied to architecture and building. (Univ. of Ill. Engineering experiment station, Bulletin no. 13.) N. C. Ricker. O. 101p. gratis. '06. Univ. of Ill.

Extension of the Dewey decimal system of classification applied to the engineering industries. (Univ. of Illinois bulletin, v. 4, no. 5, pt. 1. Nov. 1906.) L. P. Breckenridge, and G. A. Goode. O. 72p. pa. gratis. '06. Univ. of Illinois, Engineering experiment station, Urbana.

Headings and subheadings for the Index to the federal statutes; prepared by the law library; draft of a classification prepared for the approval of the judiciary committees of congress under act of congress, approved June 30, 1906, and submitted for the criticism of all who have occasion to use the indexes to the federal statutes. U. S. Library of congress. Q. 3-797p. pa. \$1.25. '06. Supt. of doc.

Picture collections in small libraries. G. E. Salisbury. (Instructional department, no. 3.) 20p. pa. Wis. Free Lib. Com., Madison, Wis.

"Follow the scheme for classifying books, but remember with pictures to classify as closely as possible." Examples of classification are given according to both the Cutter and the Dewey rules.

Principles of classification. W. C. B. Sayers. Lib. Asst. 6: 82-8. Mr. '08.

"The laws regulating classification belong to the domain of logic; logic is essentially the science of classification developed to its most general limits and, recognizing this fact, we see immediately that the approach to our study is through the science of logic. . . . Pure classification takes for its material all being; that is to say, everything that exists or may exist. In this are included thoughts, ideas, impressions, besides

ization—Continued.

present things in the outer world. These things are put together in the order of likeness and in the order of unlikeness. Every object in the universe has a character which relates it to some other object and again, every object has another character which is its distinguishing peculiarity. The abstraction of these characteristics, which is necessary in order to begin a classification. . . . Two things must be kept in view in this arrangement.

First that the characteristic which we choose for our arrangement must be the one of which the person for whom the classification is designed, and, secondly, that the characteristic, once chosen, must be adhered to throughout. The first is an important factor in the value of the classification scheme; for, an arrangement of leaves in order of their colors for an artist, would be a different thing from one in order to reveal structural affinities for the physiologist. . . . Classification is a general subject, consisting of main headings, divisions, and sections of divisions. . . . A classification of knowledge must be theoretically perfect, because once in the mind we can divide subjects into their most general forms down to their specific forms; in a bibliographical scheme classification is strictly conditioned by the form of the books. Books may be imagined as dealing with a general subject, and as dealing with its divisions and sections of divisions and with divisions and sections of divisions and with divisions and sections of divisions and with divisions and sections of divisions. Every one who has to classify books, knows that it is more often than not deal with subjects. . . . A bibliographical scheme is a compromise between theory and practice. The classifier constructs his headings to agree as far as possible with the scientific order, and then adjusts his divisions and sections to fit existing literature guided in so doing by one invariable rule: that all books dealing with a subject must be together on the shelves, and all up to the subject shall come in front of them. All that supplement or lead out of them shall come after them.

A general library classification must be in scope. Its classes must embrace the whole of knowledge. . . . Two factors have to be taken into account in any arrangement, form and subject. The exception of General works and Literature which are clearly forms and not subjects. The headings in the three best-known classification schemes are subjects—Philosophy, Science, Sociology, Philology and so on. Under these headings certain divisions are allowed to forms of subject. For example, the history of science deals with the subject, but its form is history; similarly, a history of art deals with art, but its form is evolution or history. The great forms are fiction, poetry, drama, essays and so on. In these the arrangement of the subjects has no relation to the subjects of which they deal, but only with the form in which those subjects are presented. A classification scheme is incomplete without a notation which consists entirely of words, entirely of figures, or letters, or a mixture of all three. It is called a pure notation, while more than one kind a mixed notation. Dewey and Cutter are practically pure subjects, while Brown is mixed. To be serviceable a notation must be elastic, so that it can be added to in order to permit the insertion of any new topic at any time in the scheme. . . . A last requirement of a classification scheme is an index to all the subjects listed in the schedules. . . . In the application of classification a few simple, valuable rules have to be borne in mind. The topic of a book must always be the first arranging factor, and then, the author, and then, the title, and then, the place, and then, the date. The exception, of course, is in pure literature, as

before mentioned, where form is paramount. In placing the book one must always seek out the minutest head that will contain it; where the choice has to be made between two heads, that of the predominating topic in the book must be chosen. . . . Books will occasionally occur for which there is no place in the scheme. It is here that the value of the elasticity of the notation becomes evident. Taking the heading to which the new subject is most closely allied we make a new heading and place the book there. The final and indispensable rule is that a book must be placed where it will be most useful. . . . Beware of classifications which are critical. To class a book on agnosticism under atheism or a book on the new theology under agnosticism, may or may not be truthful classification, but it is the classifier's opinion of the topics, and this opinion is superfluous. Dewey violates this when he classes astrology under delusions; whatever may be our opinions of astrology, there are some people who actually devote themselves to it with some earnestness, and in arranging we must respect their point of view."

Question of the adoption of the Dewey classification in the Ontario libraries. (p. 30-6 in Proceedings of the annual meeting of the Ontario library association, Toronto, Ap. 1907.)

The objection is raised that the adoption of the Dewey classification would be a great hardship to small libraries because of its cumbersome machinery.

Clippings.

Clippings, the system and index: an inexpensive, simple, unlimited yet accurate newspaper and magazine clipping system. C. E. Ebersol. D. 11-142p. \$1. '07. Newspaper clipping co., Ottawa, Ill.

"The method of filing clippings is based upon the Dewey decimal system for classifying books, but is more than a mere abridgment or modification of that system."

Clubs and libraries.

Library and study clubs. W. F. Stevens. Lib. J. 33: 181-2. My. '08.

A review of clubs and their work in Homestead, Pennsylvania.

College libraries.

Juniata college library. J. B. Martin. Lib. J. 33: 184-5. My. '08.

Conciliun bibliographicum.

Cooperation in scientific bibliography. C. A. Kofoid. Science, n.s. 27: 543-5. Ap. 3, '08.

"It is the work of the Conciliun to examine the scientific periodical literature of the world, and also that which appears in reports, memoirs, bulletins of irregular and discontinuous publications as well as the formal volumes of the regular book trade, and prepare accurate bibliographical lists of the same. The Conciliun issues at present a series of bibliographical cards in zoology and another in physiology. The cards in zoology cover also the fields of general biology, microscopy, paleontology and anatomy. . . . The Conciliun examines all the literature which it lists in its bibliographies and depends in part for the completeness of its work upon the cooperation of authors, editors and publishers who send their work or publications to its office at Zurich. The Conciliun has no funds for the purchase of periodicals or books for this purpose of bibliographical record."

Work of the Conciliun bibliographicum of Zurich. A. L. Voge. Pub. Lib. 13: 42-3. F. '08.

The Conciliun bibliographicum was founded by the International congress of zoology in 1896

Concilium bibliographicum—Continued.

and subsidized by Switzerland, Zurich and other benefactors. For the first five years its expenditures exceeded its receipts but now the opposite is true. It publishes reference cards in "zoology, pal-ontology, animal biology, microscopy, anatomy and physiology," and in addition edits and prints the *Bibliographica zoologica* and the *Bibliographica physiologica*. It is to be housed this year in its own building, and already has fourteen people on its staff.

Contagion.

Fumigation of books with formaldehyde vapor. Library association of Portland, Oregon, 44th annual report, 1907. p. 15-9.

A spinal meningitis epidemic raged in Portland in April, 1907, and the health officer ordered the library closed and the building and books fumigated with formaldehyde gas. Feeling that perhaps the closing and fumigation were unnecessary, a letter was sent to librarians and bacteriologists asking their opinion on two points, viz. "1. When books were known to have been in houses where cases existed of scarlet fever, measles, diphtheria, small-pox, tuberculosis, or epidemic cerebro-spinal meningitis, must they be destroyed or can they be perfectly sterilized? 2. Will formaldehyde in a closed room sterilize books stacked on shelves?" The conclusion arrived at was that "It is better to destroy books where they have been exposed to contagious diseases, and that vapors from formaldehyde will not sterilize books stacked on shelves. . . . Many librarians have written that there never has been a case of contagious disease on the library staff. Mr. Walter L. Brown, librarian of the Buffalo public library, gives expression to this view when he says: 'The Buffalo public library has been open for ten years with a staff running from sixty to eighty people. Last year we circulated 1,200,000 books and we have not yet had a single case of contagious disease. Of course, every book must be handled in the library by the staff. We think this fact is well worth noting in connection with the fear of the spread of contagious diseases thru library books. Our experience is not at all unique.'

Cooperation.

Acme of co-operation. W. P. Cutter. Pub. Lib. 13: 217-8. Je. '08.

Notes on this article are given under the heading Book buying.

Cooperation in scientific bibliography.

C. A. Kofoid. Science, n.s. 27: 543-5. Ap. 3. '08.

Notes on this article are given under the heading Concilium bibliographicum.

Essentials of co-operative cataloging. E. Crawford. Pub. Lib. 13: 201-6. Je. '08.

"The A. L. A. has a rich field all its own in recommending books for public libraries, securing adequate legislation for the distribution of those books, the best advice on the housing of books, and the most efficient methods of caring for and utilizing the contents of these books." It would do well in addition to these activities if it employed a regular editor of cataloging whose business it would be "to keep abreast of new subjects and the crystallizations in their terminology as well as changes and enlargements in old subjects. . . . In addition the editor would make it his business to catalog all books, recommended in the Booklist and such others as a sufficient number of cooperating public libraries could agree upon up to the limit of what could be done in the space of a reasonable day's work. This manuscript would serve as copy for the Library of Congress to use in a separate issue of cards. For these a previously guaranteed list of subscribers would be secured to cover expenses of printing, storage and distribution."

Librarian and library machinery graph. N. Y. Libraries. 1: 67. A

Improved machinery and cooperative mean, not the suppression of the librarian's liberation from the dull routine of local duties and the setting him free to true work. Every aid in cataloging, indexing, book selecting, and planning of that is supplied by cooperative efforts just so much time and energy saved to librarian for realizing his individuality, personality, and it is in fact because of this rather than because of the peculiar excellent machine methods, that the modern movement has won its great successes.

Picture exchange for small libraries. Palmer. Neb. Lib. Bull. No. 3: '06.

Notes on this article are given under heading Pictures.

Work of the Concilium bibliographicum of Zurich. A. L. Vogt. Pub. L. 42-3. F. '08.

Notes on this article are given under heading Concilium bibliographicum.

Copyright.

Publisher against the people. V. Howells. Harper. 116: 957-60. A

County extension.

Brief sketch of the development of county libraries in the United States. Notes of Cal. Lib. 3: 123-6. Ap.

The first legislation for county libraries in Indiana in 1816, but as counties could make an appropriation of \$75 per year for books the movement did not flourish. Wyoming provided for a tax levy of from 1/2 a mill to maintain a public library county seat. In 1898 two libraries in Oregon county extension, the Cincinnati public library and the Brumbach library of Vaucluse in Cincinnati the control of the library transferred from a board of education to a committee of seven members, and a tax of 1 1/10 of a mill was provided for. Traveling libraries are maintained throughout the state and teachers may borrow books to read to their pupils. In Van Wert county, where population is distinctly rural, sixteen traveling libraries much like delivery stations are maintained and special collections are loaned to clubs, church societies and schools. The plan at each place is paid \$50 per year. Washington county free library of Hagerstown, Md., was opened in 1901 and within a year post stations had been established in 23 of the 26 voting districts of the county. The books were sent out in cases holding about 100 volumes, to be returned every 60 or 90 days on renewal or exchange, the library paying expenses of transportation, etc. The second year the library began sending out collections to Sunday schools, limiting the service to where there were churches with no preaching. During the third year of the library's existence the number of deposit stations increased to 55, and in two incorporated villages permanent reading rooms were established by local effort, the villages supplying the books and librarians, and the county library books. In order to reach the more remote portions of the county, a book wagon was purchased and sent out, the first trip being made in 1905. The wagon is built with shelves on one side, with doors opening outward, and will hold about 300 volumes. The annual report of Washington county free library for 1906 shows a total of 18,095 volumes in the library and a total circulation for the year of 61,110. Of this, 61,110 volumes were issued from central library, and 30,746 through traveling libraries, delivery stations, schools, Sunday schools and the book wagon. In Wisconsin since 1901, if the county commissioners appropriate a sum of money for the library it is

Extension—Continued.

idents of the county. As a result only traveling library systems are in Multnomah county, Oregon, since a tax of $\frac{1}{2}$ of a mill and in return a library is made free to all residents of the county. At present there are in the county seven deposit stations and five reading rooms. These reading rooms are maintained by the county, providing the room heated and the latter paying the salary of the librarian and furnishing books and periodicals. In addition to keeping the reading rooms open five hours each afternoon, each county is required to spend one forenoon per week for the main library for instruction. In Minnesota, public library since 1905, the county residents for which privilege the county pays \$350 per year. In California, Woodlawn library gives county serv-

list on the extension of the public library, with notes. *News Notes of Lib.* 3: 129-33. Ap. '08.

Author tables.

table. C: A. Cutter. 2 figure. 3 figure. \$2.25. William P. Cut-
Northampton, Mass.

stations.

Deposit stations.

stations. H. Peters. *Lib. World*. 4-6. Ja. '08.

problem of distribution over a section is to a certain extent solved by the system. The needs of a district must be considered whether a delivery station is necessary or whether a local tradesman can be found who will accommodate the number of books and also perform the duties of the honorary librarian. "One or more copies of holding 100 volumes each, sufficient for the storing of the books facilitate their carriage to and from the station. A dating outfit, a fine receipt book of forms for registration of issues required and fines received, etc., station vouchers for borrowers' tickets, complete the outfit for the successful operation of such a station as this." If a tradesman cannot be found an assistant might be in attendance the number of hours at some place rented or purchased. "The fixtures and furniture of the station should be of the best and of good sound materials. It should consist of a book stack capable of holding the requisite stock, a small counter or one or more wooden trays to receive the books and borrowers' tickets. With the issue of books, borrowers' tickets allowed for reading, and other administration, the same system in the main library should be found prac-

list on the extension of the public library, with notes. *News Notes of Lib.* 3: 126-8. Ap. '08.

tations.

work in the factories. A. Porav. 33: 83-6. Mr.; Same. *Pub. Lib.* 1-7. Mr. '08.

The Detroit library reached out to do things that seemed advisable to establish rather than delivery stations. "By this I mean a collection of books in a factory for from three to five

months, the books to be issued there on certain days under the same rules and regulations as at the main library. As a rule the readers have access to the shelves." In Detroit the factories were supplied with the library catalog so that books that were in the main library could be called for as well as those in the deposit collection.

Dewey classification. See **Classification.**

Discarding books.

Selection and rejection of books. J. C. Dana. *Lib. J.* 33: 148-9. Ap.; Same. *Pub. Lib.* 13: 177-8. My. '08.

"Always it must be kept in mind that use alone does not justify the expense of retaining a book. The use must be sufficient to warrant the expense. . . . A book that for any reason is no longer a good working tool in the library in which it finds itself, surely adds to the cost of that library's maintenance. It is a mistake to accept everything that comes, especially gifts. They should be scrutinized with care before being added to the shelves."

Duplicate pay collections.

Circulation. (p. 9. Annual report, 1907. Seattle public library.)

"The duplicate pay collection of current fiction still proves popular and permits a more satisfactory use of the main book fund. As soon as they pay for themselves these books are transferred to the regular shelves. On January 1, 1908, this collection contained 582 volumes, representing 98 different titles, and the receipts during the year amounted to \$799.91."

Pay duplicate collections. C. Bacon. *N. Y. Libraries.* 1: 76-8. Ap. '08.

The charge for pay duplicates is usually 5 to 10 cents a week. "No book is supposed to be put into the duplicate collection unless there is a free copy in the library. . . . When a book has paid for itself, it should be transferred to the free shelves, thus increasing the number of copies available there, without expense to the library. In order to know when a book is ready for transfer, one must keep an account with each book or title." It is objected that it is illegal for a free library to rent books but so far as known no case has ever been tested in court.

Examinations.

State examination for librarians. *Pub. Lib.* 13: 173. My. '08.

"A bill has been introduced into the Ohio senate to provide for the appointment of a state board of library examiners. It is proposed that this board will issue certificates for a term of years or for life to such persons as are found to possess the requisite requirements. The certificates are to be for different grades of library work. The board of examiners may accept a diploma or other evidence of graduation from a recognized library school as evidence of the required qualifications and issue a certificate without further examination."

Exhibits of libraries.

Library exhibit in the small town. B. M. Shaw. *Vermont Lib. Com.* 3: 2-3. Mr. '08.

It pays to advertise the library and make it the most attractive place in town so why not exhibit there anything of interest in the town. Amateur photography, native woods, manufacturing industries, the work of the public schools, needle work, etc., have all been exhibited in the Maclure library, Pittsford, Vermont.

Fiction.

Classification of the form classes. Lib. World. 10: 321-5. Mr. '08.

Notes on this article are given under the heading Classification.

History in fiction: a guide to the best historical romances, sagas, novels and tales. E. A. Baker. 2v. D. per set, *\$1.50. '07. Dutton.

An enlargement of an earlier work, Guide to the best fiction. It is classified, arranged and indexed for the convenience of the student. "Its two small volumes deal, the first, with English historical fiction, the second with American and foreign subjects. . . . The general arrangement is chronological under the various countries, but a novel and acceptable feature is that, wherever possible, there is added, in the fashion of a foot-note, information about fiction actually written in the time treated by the books in the regular text." (Outlook)

How far should the demand of the public for popular books be supplied? P. B. Wright. Pub. Lib. 13: 122-3. Ap. '08.

Twenty-five to forty per cent of fiction is a good working basis. It is folly to buy all the newest fiction. As to censorship of fiction "to place books of a questionable nature on the open shelves with no label other than a fiction call number and a meaningless title cannot be approved on any ground."

One hundred of the best novels. 50c. per 100. Free public library, Newark, N. J.

Small library and the fiction problem. F. Stuhlman. N. Y. Libraries. 1: 78-9. Ap. '08.

A good working basis for purchases for the average small library is 40 per cent adult fiction, 40 per cent other classes of literature for adults and 20 per cent juvenile literature. The cost per volume of the fiction should be as low as possible, compatible with well made books of reputable literary quality. For instance, in a \$50 purchase, \$10 expended in fiction, if judiciously selected, will give nearly the required 40 per cent of volumes purchased. Add \$4 for juvenile fiction and there remains \$36 for works of more permanent value. Thus expended, the \$50 will permanently enrich the library and at the same time provide entertainment that will be satisfactory to the public."

Thousand of the best novels. 3d ed. 5c. '08. Free public library, Newark, N. J.

Ugliness in fiction. Edin. R. 207: 440-64. Ap. '08.

Fines.

See also Accounts.

Foreign languages, Books in.

Human interest in library work in a mining district. A. J. Fiske. Pub. Lib. 13: 78-81. Mr. '08.

In Calumet and its vicinity there are probably 20,000 foreigners and there is therefore a large collection of foreign books, 3200 volumes, in the Calumet and Hecla library. The circulation of these books averages 10,000 volumes yearly. The reading room is supplied with at least two periodicals in each language and the back numbers of these circulate as books.

Fumigation.

Fumigation of books with formaldehyde vapor. (p. 15-9. Library as Portland, Oregon.) 44th an 1907.

For notes see this title under Contagion.

Gifts and bequests.

See also Carnegie libraries.

Gifts and bequests to American libraries. 1907. A. L. A. Bull. 2: 24-

Government documents. See Documents.

History of libraries.

American libraries—a method of development and interpretation. S. C. Fairbank. J. 33: 43-7. F. '08.

Modern library movement. J. 33: 197-201.

1876 is commonly taken as the starting point of the modern library movement. The first permanent organization of librarians was the American Library Association, organized then, the first library periodical was published that year, and in 1876 the government published its first complete report on libraries. There were then 2000 libraries of all kinds; 1000 volumes; in 1903 there were 7000. The value of gifts and bequests to libraries has increased to over \$22,000,000. From 1890 to 1900 the sums reported were over \$64,000,000. The annual circulation in 1876 was 8,000,000; in 1903 it was 59,000,000. The first step after the organization of the A. L. A. was devoted to "perfecting the management of the library administration." In 1887 the first library school was established. The ten schools with courses of from one to three years each. In 1891 Massachusetts established a state library commission. The library movement began in New York in 1894 the question of the reading room came up at the A. L. A. for the first time. Libraries opened children's departments the following year. A training school for librarians was started in Pittsburgh in 1895. Selection has attracted much attention in the last ten years.

Hours of opening.

See also Sunday opening.

Imprints.

Imprints in modern books. Lib. World. 10: 325-8. Mr. '08.

Mr. Wharton tells of the importance of detail of modern imprints. "If people take a little more note of the imprints, if any, they will learn a great deal about a book's origin and history that they would otherwise ignore it, and an undated book may be dated with fair certainty by either the publisher or the printer. Differences may be easily distinguished in the wording of either."

Incunabula.

Catalog of incunabula. R. A. Peck. Lib. World. 10: 325-8. Mr. '08.

Indexes.

Subject indexes. H. W. Wilson. Lib. World. 10: 332-5. Mr. '08.

Notes on this article are given under the heading Reference work.

es—Continued.

ject indexes; reply to the Wilson company. A. J. Hawkes. Lib. World. 3: 427-8. My. '08.

ing.

dings and subheadings for the Index of the federal statutes; prepared by the law library; draft of a classification prepared for the approval of the judiciary committees of congress under act of congress, approved June 30, 1906, and submitted for the criticism of all who have occasion to use the indexes of the federal statutes. U. S. Library of congress. Q. iii, 3-797p. pa. \$1.25. '06. Opt. of doc.

king of early indexes. A. W. Pollard. Lib. Age. 257: 29-36. Ap. 4, '08.

account of the way early indexes were

ators.

icator; a patience exerciser, or obstructor. W. K. Oswald. Lib. World. 3: 289-91. F. '08.

ts injurious to books. See Bookworms.

library loans.

York state library in its relations to the libraries of the state. F. L. Tolman. N. Y. Libraries. 1: 68-70. Ap. '08.

es on this article are given under the heading State libraries.

ier.

also Bindings.

rographic study of leather. Nature. 8: 18-9. My. 7, '08.

ilation.

rary legislation in 1907; a summary. N. Y. Libraries. 1: 85. Ap. '08.

mary of library legislation for 1907. V. R. Eastman. Lib. J. 33: 180. My. '08.

lative reference department.

also Municipal reference work.

consin legislative library. M. S. Dudman. Yale R. 16: 288-95. N. '07.

average legislator cannot be corrupted here is danger that he may be misled to wrong judgments by lobbyists who set him certain sides only of a question. He is a source from which "he can obtain information and intelligent unbiased suggestions," and he also needs assistance in putting measure into proper form. The Wisconsin legislative reference department, a plan in its work, "does not maintain an extensive or expensive library." A book found in the Madison libraries is not duplicated as it has a direct bearing upon legislation and would be in constant demand. It is never made available by being indexed. The department collects "all kinds of documents relating to the legislation of the other states, of federal government, and of foreign countries. Everywhere are problems growing out of crime and pauperism; marriage and divorce problems; problems relating to hours of child labor, and wages; various problems connected with the relation of labor and capital and the rights and duties of both;

problems arising out of insurance, inheritance, taxation, and the regulation of public service corporations. What the legislator needs to know is what efforts other communities are making to solve these problems and how they are succeeding, so that good measures may be adopted from other communities and failures need not be duplicated. Prior to each session a special effort is made to get copies of every law on every subject which is likely to be legislated upon at the current session. All data bearing upon the success or failure of the legislation enacted in other states and countries are also collected. If a measure has failed or has been repealed, the reasons for the failure or repeal are sought. If it has been successful, its provisions are carefully studied and analyzed with a view to their adaptability to local needs." A store of critical data is collected, classified and made quickly accessible for a concise presentation of legislative subjects. Any appearance of influencing legislation is avoided. In the department is a cataloger "who not only knows indexing, but knows enough of law, economics, and legislation to classify and index intelligently the great variety of material which this department is constantly collecting." Another assistant, a student of social and economic conditions writes each year a number of valuable bulletins upon questions of interest to legislators. "This department makes every effort to bring the legislators into contact with the university professors who are dealing with subjects parallel to those legislated upon. Inquiries as to constitutionality are referred to the law school men. The engineering department of the university is called in when questions as to water power, dams, drainage, and similar subjects are before the legislature. The agricultural department is consulted on such questions as Canada thistles, bovine tuberculosis, and all scientific phases of practical agricultural subjects. The opinions of the men in the departments of economics are sought in regard to legislation along the line of taxation, regulation of public service corporations, and similar subjects." When the recent Wisconsin public utility law, pronounced by some the most complete law of the kind ever enacted, was under consideration the department detailed one of its lawyers to draft it. He called in on consultation Prof. John R. Commons of the University of Wisconsin, a student on public utility questions. In conference with the legislative committee the bill was mapped out. Then all legislation on the question anywhere was studied, as were also court decisions on the regulation of public service corporations. "Wherever possible language which had been construed by the courts was used." When a complete draft of the bill was made it was printed and copies sent to every man who was supposed to have special knowledge of any of the features. Public hearings were then given on the bill. "The facts stated, court decisions cited, and economic principles advanced by those making arguments upon the hearings were subjected to careful verification. Here were legislators, experienced draftsmen, eminent economists of the university, high-priced legal counsel and experts representing special interests affected, state and city officials, as well as public-spirited lawyers and other citizens interested in behalf of the public, all centering their efforts and contributing their best thought toward the framing of a single law. That such a situation developed was in a large degree due to the legislative reference department."

Wisconsin system and the Nebraska plan. A. E. Sheldon. Neb. Lib. Bull. No. 3: 3-5. N. '06.

"The Wisconsin reference library may be summarized as follows: Volumes of all kinds, 3137; Pamphlet-holders, wooden boxes, 693; Pamphlet-holders, thin cardboard cases, 340. The books consist mainly of two classes. First, official reports and authoritative documents from all parts of the world giving statistical

Legislative reference department—Cont.

and other information upon the subjects concerned. Second, books of scholarly research and investigation by specialists upon social, economic, and political questions. The pamphlet-holders contain material in three forms. First, pamphlets themselves—paper covered essays and arguments, laws, ordinances and decisions, from every possible source,—showing what action has been taken by legislative and administrative bodies, what arguments and counter arguments have been made upon the subjects of that action. Second, magazine, articles torn from their setting, and fastened in a manilla paper cover with the title or topic conspicuously printed on the front. Third, newspaper and periodical clippings, pasted on sheets of manilla paper, eight by ten inches in size, which are perforated at the back edge so that they may be tied together for convenience in use. To these three classes of material should be added a fourth. This consists of official correspondence—letters written in answer to inquiries giving facts or opinions as seen by the writers. These letters are pasted or otherwise fastened to the manilla sheets used for newspaper clippings. The key to the use of all this material is found in a card catalog. . . . The subject headings used should be not only those naturally thought of by libraries and specialists, but every possible name which would be used by the every day citizen,—the whole minutely cross-referenced so as to guide the searcher surely to his object."

Librarians and assistants.

See also Examinations; Registration of librarians; Staff meetings; Time schedules.

Book side of things. H. A. Wood. Pub. Lib. 13: 40-1. F. '08.

To catalog a book perfectly with all the periods and dashes in their proper places is not so worth while as to "study the desires of those whom we would serve that they may find happiness on a higher and higher plane; so that they will demand better and better books." To do this the librarian must have a first hand knowledge of the books. "Reference books, of course, and many books of information need only be scanned, but the classics, the fiction and the children's books must be read. What should we think of a Latin teacher who had never read Virgil and Cicero and Caesar? People constantly ask, Have you read this book? . . . Since the coming of open shelves have we not allowed the people to shift for themselves too much? Have we not allowed ourselves to depend too much upon the opinions of the critics in forming our judgments of books?"

Ideal librarian and his training. H. J. Mackinder. Lib. Assn. Rec. 10: 198-204. Ap. '08.

"The librarian of the future will be a man who knows the treasures under his command, who knows something of human nature, and also who is sympathetic with the men that come before him, including the scholarly men, and who will understand what kind of thing is wanted, who knows his books from that point of view, knows which are the amusing books, the text-books, the books of ideas, the books of new facts, and will be able to advise accordingly. In order to attain this power, what is essential is a liberal education as well as a technical one."

Librarian a scholar or not? D. C. Brown. Pub. Lib. 13: 160. My. '08.

"The writer maintains that learning is the primary requirement in a librarian and in so doing he does not deprecate technical knowledge and executive ability."

Librarian as a collector. R. K. Dent. Lib. Assn. Rec. 10: 11-8. Ja. '08.

"A taste for book-collecting induces greater

exactness as to bibliographical details, and even gives one the rudiments of a bibliographical training. You become learned in the minutiae of editions, in the points which go to the right condition of a scarce book. . . . You will learn what goes to the making of a desirable copy, of many books which you cannot afford to buy, for you will get into the habit of studying booksellers' catalogs. . . . The study of the booksellers' catalog becomes an education, and helps to fit the young librarian for the adequate performance of the more fascinating part of a librarian's duties. . . . The habit of collecting will also induce familiarity with the more exact bibliographies. However small one's collection, it becomes necessary to have the most exact information on the subject, its scope and extent. It will widen one's sympathies . . . and when the time comes for us to take in hand the making of a library on a larger scale it will not be lop-sided. . . . but will be symmetrical even tho it be comparatively small."

Librarian's equipment. H. Guppy. Lib. Assn. 6: 66-74. F. '08.

"One of the foremost attractions of a librarian's calling is that it is more full of intellectual variety, of wide-open avenues of knowledge, than any other vocation or profession. The librarian's training is never complete. He is constantly adding to his store of information. The further he goes and the longer he lives the more urgent does the necessity become to make himself acquainted with the stores of literature under his charge." The librarian should not be merely a guardian or watch-dog. He should find genuine joy in helping others, in bringing books and readers together. "To us as librarians reading is a first duty, because the sphere of our usefulness depends upon the extent of our knowledge, and our knowledge is regulated by the depth and quality of our reading." The value of reading aloud cannot be overestimated. It keeps the mind alert and fixed on the subject, and attention is the mother of memory. Again the habit of thinking for one's self should be cultivated. One condition of success is thoroughness, and thoroughness means order and method. The faculties of observation and imagination should be cultivated. Bibliography is "one of the most important elements of a librarian's equipment. If he is to be worthy of the name. . . . Bibliography as a science has developed of late years until now it may be said to be of two kinds: general and special. In its general or extended sense it deals with books, whatever their character or material, as the vehicles of knowledge, and discusses all matters which will throw any light upon their history and development. In its special or restricted sense, which is sometimes described as pure bibliography, it deals with the enumeration of books treating of a particular subject, not necessarily involving a minute account of the books as such."

Lord of creation in the library. B. Pilz-gim. Lib. World. 10: 284-7. F. '08.

Old-fashioned librarian. A. L. Bailey. Dial. 44: 95. F. 16, '08.

Relations between the staff and the staff and readers. E. S. Martin. Lib. World. 10: 269-71. Ja. '08.

"It is absolutely necessary that the most cordial relations should exist between the members of the staff. . . . A library staff club, or guild as it is sometimes called, should primarily exist for the mutual improvement of the staff, but due prominence should be given to the social and recreative side. The co-operation of the library authority may be ensured by inviting some of the members to become officers of the club, thereby securing a closer relationship between the committee and the staff. . . . The personal element in our work is pre-eminently the best means of producing the best and most useful work amongst the borrowers."

ians and assistants—Continued.

ism must be sternly suppressed, and kept background, and it behooves every member of the staff, especially juniors, to cultivate good and obliging ways. These relations assume importance in open access libraries where staff and public are brought into communication and the professional edge of the assistant is in greater demand and given a wider scope."

ies.

also Branch libraries; Small libraries.

a town should establish a free public library. Ver. Lib. Com. Bull. 3: 1. '07.

se public library under municipal control known income, and is not dependent upon donations and entertainments. Because it is used by the people they take an interest in it. It supplements the work of the schools permanently.

Canada.

at the Canadian government is doing for Canadian libraries. M. Dewey. Lib. 33: 17-8. Ja. '08.

England.

ish municipal libraries. J. D. Brown. Lib. 33: 218-24. Ap. '08.

British municipal library system came into existence in 1850, when a special act of parliament was passed empowering town councils to establish libraries, and levy a tax on the ratepayers for their support.

The statute empowers the local authorities to establish and equip libraries, museums, art galleries, schools for science and art, out of a rate tax, which in most cases, is strictly limited to one penny in the pound on the rental value of the town. The weak part of this legislation is that the rate is not sufficient to cover the various enterprises. "In consequence of this, most towns are forced to concentrate attention to the library side of the work, leaving museums, art galleries, and to be provided by other means. 580 towns and districts, of all kinds and sizes, have passed the Public Libraries' Acts, and 527 of these are actively carrying on public library work. Counting branch libraries, and small libraries, but excluding mere book-delivery stations, they muster among them 906 separate buildings. In round figures these contain over 4,000,000 volumes of works for reference, and rather more than 8,000,000 volumes available for lending to borrowers for reading purposes. In the reference libraries the books are educational or intended for purposes of research, while in the lending libraries about one-fifth of the stock is represented by light literature, or fiction.

Number of enrolled borrowers in 1907 was 2,500,000, or about 5½ per cent. of the population of the United Kingdom, a high percentage, considering that, as yet, the library movement has not been extended in any large measure to rural districts."

Adoption of public libraries from rates and taxes. H. W. Fovargue. Lib. Assn. 10: 103-10. Mr. '08.

Following requirements must be satisfied for any building to be exempted under the Act: (1) It must be the property of a public or scientific institution, and be used for the purposes of such institution; (2) It must be free, i. e., no charge is to be made for instruction; (3) It must not be occupied by any other office of the institution, nor by any person paying rent for the same."

Principles of library organisation. J. D. Ewart. Lib. Asst. 6: 98-103. Ap. '08.

number of places that have adopted the

acts is 580, of which 53 have not put them into force, thus leaving 527 library systems in operation. These 527 library systems possess 906 buildings, exclusive of small delivery stations, etc. The books they contain amount in round numbers to 4,000,000 volumes in the reference departments and to 8,500,000 volumes in the lending departments. The number of registered borrowers is just over 2,500,000. The number of books issued yearly are as follows: From the reference departments, 11,000,000 volumes, excluding many unrecorded issues from open access collections, which would probably increase the total by an odd million or two; from the lending departments, 60,000,000 volumes, thus giving a total issue of 71,000,000 volumes per annum."

France.

Municipal popular libraries of Paris. G. F. Bowerman. Lib. J. 33: 9-13. Ja. '08; Same cond. Pub. Lib. 11: 395-6. D. '07.

Only recently have French libraries begun to make card catalogs, of these some are classified and others dictionary in form. The cards used are usually of standard width but shorter than our cards and they are invariably stood on end. Wooden rods are used and the cases are awkward. In Paris the 82 popular libraries are open at least two hours every evening and two hours every Sunday morning. They are mainly circulating libraries with small reference collections. They are usually housed in a single room and in each a chart is posted giving the location and hours of opening of all the libraries in the system. An average of 6000 volumes nearly all in the French language and ten periodicals are in each library. Books costing more than ten francs do not circulate. All the libraries contain collections of music for home use and twelve have collections of industrial art material. Anyone over eighteen may use the library if he can prove his residence in the arrondissement. Books may be kept fifteen days and renewed once. There is no central library but only a central supervising commission for the administration of the work. Their rules govern rigidly "the administration of every library, including such matters as the arrangement of books on the shelves, accessions registers, salary schedules, binding, book prices, etc." In each arrondissement is a local commission whose chief function is to select books from lists approved by the central commission. Three persons, always men, usually compose the staff of each library. The librarian's salary ranges from \$120 to \$200 per year. At least once in two years a classified pocket catalog of books for home use in each library is printed and each borrower must buy one at a cost of ten cents. These libraries cost Paris less than \$65,000 per year.

United States.

American libraries—a method of study and interpretation. S. C. Fairchild. Lib. J. 33: 43-7. F. '08.

Outline of a plan for getting up a series of lectures on American library conditions.

Hand-book of the libraries of the state of Georgia, 1907. Atlanta, Ga. Carnegie lib. O. 44p. pls. map. pa. 10c. '07. Carnegie library, Atlanta, Ga.

Modern library movement. J. A. Rathbone. Pub. Lib. 13: 197-201. Je. '08.

Notes on this article are given under the heading History of libraries.

Northwest, Library conditions in. (Reprint ser., no. 2.) C. W. Smith. 5c. '06. A. L. A.

Public libraries in America as seen by Swedish eyes. V. Palmgren. Lib. J. 33: 53-5. F. '08.

Libraries—U. S.—Continued.

Public libraries; their history in Wisconsin. [p. 11-23. In *Books for the people*, by H. E. Legler.] D. 22p. pa. gratis. H. E. Legler, Milwaukee, Wis.

In 1893 there were a mere handful of starveling libraries in Wisconsin. "But one library in the state employed trained service" and only three or four were properly housed. Now "scattered all over the state, in cities and villages and hamlets, are to be found modern, up-to-date public libraries in charge of alert, trained, interested librarians." Of the 152 public libraries sixty-one occupy their own buildings. "There are now in the hundreds of local district school libraries approximately 900,000 volumes. Many of these are in sets of ten to thirty of each book used, and are not used outside the school buildings. Under the state law, there is annually expended for township libraries, 10 cents for each child between the ages of 4 and 20, about \$60,000 per annum being raised by taxation in this manner. None of this money goes to public libraries. For the latter, the sum raised by taxation is determined by each community for itself. The total receipts for current maintenance of public libraries is now about \$200,000."

Wales.

Welsh assistants' outlook. C: Sexton. Lib. Asst. 6: 114-6. My. '08.

"The library movement in Wales is still in its infancy. It is true that the chief city and several of the larger towns have excellent library systems; but in the thickly-populated valleys of South Wales, and also in the rural districts, little provision has been made for effective library service, and it is perhaps these districts that need the public libraries the most. The building of Carnegie libraries in the valleys has made us familiar with the bookless library. Through lack of professional advice these buildings have apparently been erected on the principle that bricks are more important than books, as the supply of the latter is miserably inadequate, consisting as a rule of miscellaneous collections of cheaply-purchased and donated volumes and a few local directories."

Libraries, Use of, by the public.

Books for men in shops. Lib. J. 33: 100. Mr. '08.

The Dayton, Ohio, library sends out a list of books of "practical interest to men in shops," and with the list goes a notice, part of which reads as follows: "Did you ever stop to think that the opportunity for an education is at your elbow? The public library with its 70,000 books is for the free use of the men of Dayton. . . . You can borrow any of the books (except reference books) for two or four weeks at a time. Or you can answer puzzling questions in your work by consulting the reference books or the reference assistant any time in the day. And you can give half an hour any evening you are down town, to looking over the trade journals and other fresh magazines and daily papers in the reading room."

Carry the library to the workers. S. W. Foss. Pub. Lib. 13: 82-3. Mr. '08.

"Coopers and carpenters, tinsmiths and plumbers, should find as much technical help upon its shelves as clergymen and professors; and the mason's apprentice should be treated with as much regard and generosity as the college student. The young man from the pork-packing establishment, or a soap factory, should not be allowed to go out empty-handed any more than the scholar who asks for the drama of Euripides or the works of Kant. In fact, it is well to treat the soap man with even greater consideration than the scholar; for the soap man may feel humbly helpless in a library, where the scholar feels very much at home."

Industrial possibilities of public libraries.

Lib. J. 33: 100. Mr. '08.

"A textile designer declared that his company was able to beat competition because of the freshness of the designs he got from the library. A young mechanic with his arms full of books said he was to get \$3.54 instead of \$2.50 per day, and that he had learned enough to get a job where new machinery was used instead of the old he was accustomed to. Still another stated that largely as a result of his reading, he had invented three successful loom devices and had been promoted to assistant superintendent."

Industrial possibilities of southern libraries. W. F. Yust. Lib. J. 33: 99. '08.

Libraries that reach all the people.

Van Kleeck. World's Work. 15: 1010. 8. Ap. '08.

In the Buffalo library the following are a few of the applications for books that come in a single day: "A tailor's apprentice wanted book on the cutting of garments; a printer wanted to be sure about the correct size visiting cards; a mechanic needed a method for finding the length of the third side of a triangle. Then came another workman with a request for information about the manufacture of artificial ground glass; a lineman wanted to know how to prevent grounding by induction; a decorator wanted an allegorical figure for coat-of-arms; a dyer asked for a formula for mixing a certain color. A foreman in a large plant came to look up the subject of pouring aluminum, and he afterward wrote that he had succeeded at the first trial. The librarian is no longer chiefly interested in the 'best sellers'; the most helpful books for the trades represented in his community now come in for a share in the appropriation. In the old days the chief concern was to get back the books that had been loaned; now it is to get books into the hands of the people who need them. One of the New York branch-libraries is regularly used by the workmen of a large electrical power-house, because they have found it a means of promotion from low-grade jobs to the position of assistant-engineer. . . . An average of about 300 workmen, inventors, attorneys, and manufacturers consult the industrial arts department of the Cincinnati library daily, securing information worth many times the cost of the entire library. It is estimated that one set of books obtained from the library saved the city in ten years more than \$300,000 by influencing a lower charge for gas." A librarian in "New York went before a meeting of a plumbers' union and told them about the books in his library that would be useful to them in their trade. He showed them illustrations and drawings, and convinced them that they could get definite help from many of the books. Then he went to the secretaries of various other unions and did the same thing. From that time on he was kept busy in making good his promise to supply the books. . . . Farmers with a new house or barn to be built, with problems of fertilizing to be worked out, with plant or orchard pests to be exterminated are learning that the library can quickly furnish information that it would require several weeks to get from other sources."

Library and the workingman. M. Parsons. Pub. Lib. 13: 84-6. Mr. '08.

"The average book on mechanics does not interest the skilled workman, because he already knows all it contains. . . . The hope of the library which really wants to help its laboring patrons is in the periodicals it puts before them. Get the best and as many as you can and let them circulate. The carpenter will pass by all your books on Carpentry, and Strength of materials, etc., but he will take home and enjoy and be benefited by a copy of Carpentry and building. . . . One of the best possible reference works for the use of work-

5. Use of, by the public—Continued.

all trades and most professions is a son of one of the correspondence schools. Those put out by the International School are especially good. They are used easily by anyone of ordinary attainments, the knowledge of mathematics is not beyond the reach of men with a school education, and the essential and vital facts only are given."

6. Libraries and schools.

6.1 School libraries.

Room libraries for public schools are arranged by grades to which is added a list of books suggested for school reference libraries. O. 134p. pa. 31c. '02. Buffalo public library, Buffalo, N. Y.

The chief purpose of this catalog is to help the teacher to find the book she wants to use in her work or to recommend to her pupils. It is arranged for grammar school work, giving special attention to American history, literature and geography, nature study, holidays, etc. The catalog does not pretend to be complete, but gives under each subject some available material, including fiction and poetry."—Preface.

6.2 How may the teacher help the library? Brindley. Neb. Lib. Bull. No. 4: 1-2. F. '07.

6.3 How can the teacher help the library only when in co-operation between the librarian and the teacher? The librarian who visits the schools and the teacher on her part should be familiar with the working of the library.

6.4 How can the library help the school? Lib. Bull. No. 4: 8-9. F. '07.

6.5 How can the library help the school by training children to read, by purchasing books suitable for school children, and by wise administration?

6.6 Library work in the schools. E. Rood. Lib. Bull. No. 4: 2-5. F. '07.

6.7 Omaha library has a collection of 3000 books for a school library. In the fall the principal of the grammar schools are asked "if they want to have books and if so, how many of what grades. Also if they want any new books or are taking up any one line for which they would like extra material. For example, one school last year gave up on the 'Wanderings of Ulysses,' and books on that subject." The teachers are urged to select their own books. Care is taken to choose books suitable to the grade in which they are sent, and to the course of study in each grade. Lending pictures to the schools has proved to be very popular. So are for use in geography work principally and nearly all of them are taken from the Stoddard lectures. The pictures are mounted on heavy cardboard.

6.8 Principal library at Cardiff and its public school children. J. Ballinger. Library. n. s. 17:3-85. Ap. '08.

6.9 On this article are given under the heading School libraries.

6.10 Work of New York public library. Lib. J. 33: 143-4. Ap. '08.

6.11 Work with schools has been extended to national institutions, which are now visited once or twice a month, by library assistance. The library has not insisted that the teacher be personally responsible for the books, but by pupils for whom they have signed loan blanks, and teachers themselves have been required to name guarantors. Substantially all magazines for teachers are found in both the Bloomingdale and

Chatham Square branches, while all other branches have smaller but representative collections of such magazines."

Libraries of museums. See Museums, Libraries of.**Library advertising.**

See also Exhibits of libraries.

Library should be known. H. C. Wellman. Pub. Lib. 13: 83-4. Mr. '08.

In bringing the resources of the library to the attention of the working man "items and articles in the newspapers, occasional exhibitions or talks at the library, circulars mailed to the trades, and judicious distribution of lists of technical books are helpful. . . . Simply to issue lists is not enough; ways must be found to get them into the hands of the workers. Sometimes they can be mailed direct to all the firms in the directory with a circular asking to have them called to the attention of employees. Sometimes they are posted or distributed at the factories. The agricultural lists are given out thru the poultry or horticultural clubs and the granges; the mechanical lists thru engineers' societies, the evening school of trades, the Y. M. C. A. classes and the trades unions."

Library associations and clubs.

Value of associations. A. E. Bostwick. Lib. J. 33: 3-9. Ja. '08.

Because the American library association has become large and unwieldy there is need for smaller specialized sections.

Library commissions.

Public libraries; their history in Wisconsin. (p. 18-9. In books for the people, by H. E. Legler.) D. 22p. pa. gratis. H. E. Legler, Milwaukee, Wis.

The work of the Free library commission of Wisconsin may be briefly summarized as follows: "(1) Supervision. Works for the establishment of public libraries in localities able to support them. Visits libraries for the purpose of giving advice and instruction. Collects and publishes statistics of libraries for the guidance and information of trustees. Prints a bi-monthly bulletin, news notes and suggestions to keep librarians and trustees informed in regard to library progress throughout the state. Gives advice and assistance in planning library buildings and collects material on this subject for the use of library boards. (2) Instruction. Aids in organizing new libraries. Assists in reorganizing old libraries according to modern methods which insure the best results and greatest efficiency of the library. Conducts a school for library training for the purpose of improving the service in small libraries. Holds institutes for librarians to instruct those who cannot attend summer school. (3) Traveling libraries. Maintains a system of traveling libraries which furnish books to rural communities and villages too small to support local libraries, and to larger villages and towns as an inducement to establish free public libraries. Aids in organization and administration of county traveling library systems. (4) Clearing house. Operates a clearing house for magazines to build up reference collections of bound periodicals in the public libraries of the state. (5) Document department. Maintains a document department for the use of state officers, members of the legislature and others interested in the growth and development of affairs in the state, and catalogs and exchanges state documents for the benefit of public libraries. (6) Book lists. Distributes a suggestive list of books for small libraries to insure purchase of the books in the best editions. Issues frequent buying lists of current books to aid committees in securing the best investment of book funds. Compiles buying lists on special subjects or for special libraries upon request."

Library exhibits. See Exhibits of libraries.

Library extension.

See also Branch libraries; County extension.

Libraries for sick and crippled children.
M. G. Quigley. *Char.* 20: 131-2. Ap. 25, '08.

Notes on this article are given under the heading Children's department.

Libraries that reach all the people. I.
Van Kleeck. *World's Work.* 15: 10105-8. Ap. '08.

Notes on this article are given under the heading Libraries, Use of, by the public.

Library work in factories. A. Poray.
Pub. Lib. 13: 73-7. Mr.; Same. *Lib. J.* 33: 83-6. Mr. '08.

The plan of establishing deposit stations in factories in Detroit has worked well. It is better to send new attractive looking books to such stations but this is not always possible. Where books are purchased especially for factories stamp the word "special" in the inside label and put the initial of the factory in the corner of the label. The initial should be changed when the book is sent to another factory. The establishing of library relations in factories is good business policy, because the capital invested in books should bring in dividends in the extension of its usefulness. There should be on the staff a person who should act as a sort of library missionary. The average manufacturer will meet such an one more than half way. In Detroit the manufacturers have provided bookcases and shelves and have sent for the books. Usually books have been issued twice a week and by some one from the library staff. Cards issued to applicants are stamped with the firm name. "The library provides the timekeeper with a set of cards giving the name of the card holder, the card number and the date of issue. The timekeeper consults this record when someone leaves the employ, and if there is a library card issued to this person, it must be surrendered free of charges before he is paid in full. Thus far we have lost only one book; the card holder paid for it." The charging system in use at the central library may be employed. Select for these stations such books as the people will read. If fiction is wanted provide good fiction. Magazines such as Harper's, Century, Scribner's and McClure's are good, and biography often proves attractive.

Library history. See History of libraries.

Library methods.

Business methods in library work. A.
McKee. *Neb. Lib. Bull.* No. 4: 14-6. F. '07.

Business letters should be as concise as possible. All letters received with copies of replies should be kept on file. As a rule do not buy subscription books. Patronize home dealers if possible. Keep a card list of books likely to be wanted as from such a card list an order list can very easily be made. Use printed forms as much as possible. Make a monthly report in tabulated form to the trustees. Make few rules and then insist on their observance.

Human interest in library work in a mining district. A. J. Fiske. *Pub. Lib.* 13: 78-81. Mr. '08.

In Calumet much attention is paid to making the library home-like by means of plants, flowers and pictures. "Modern educators all agree that beauty has a physiological as well as a psychological effect upon the child, and should have a large part in every scheme of education." The library circulates pictures, 6,000 yearly on an average. In order to interest the miners in books, lists of books on various subjects are sent to the men at their places of

work. Those on mechanical industries and engineering have proved most useful.

Library of congress.

Library of congress and its work. U. S.
Lib. of congress. S. 21p. pa. n.p. '07.
U. S. Lib. of congress.

Rules and practice governing the use and issue of books. T. 14p. pa. n.p. '08.
U. S. Lib. of congress.

"The 'regulations' now in force represent a body of practice rather than a formal set of definitions adopted at one time. They are the result of decisions reached during the past ten years in dealing with particular cases upon their merits. For reference the library is absolutely free, without introduction or credential, to any inquirer from place; and it is open from 9 a. m. until 2 p. m., and on Sundays and most holidays from 2 p. m. until 10 p. m. . . . Photographing is freely permitted. The permission extends to the building itself and any of its parts, including the mural decorations. Books do not circulate for home use, except to special persons, viz., those who hold official positions under the United States government. These privileges extend to the families of senators or representatives, for example, but they cannot be extended to other persons merely upon recommendation. "A resident of the district engaged in serious investigation, and having some special need which cannot be met by reference use, may apply to the librarian for a special permit which may meet this need. Members of the press galleries have a continuing privilege of drawing books upon formal deposit of \$5. . . . Under the system of interest library loans the Library of congress will lend certain books to other libraries for the use of investigators engaged in serious research. . . . Its purpose is to aid research calculated to advance the boundaries of knowledge, by the loan of unusual books not readily accessible elsewhere. The material lent cannot include, therefore, books that should be in a local library, or that can be borrowed from a library (such as a state library) having a particular duty to the community from which the application comes; nor books that are inexpensive and can easily be procured; nor books for the general reader, mere text-books, or popular manuals; nor books where the purpose is ordinary student or thesis work, or for mere self-instruction. Nor can it include material that is in constant use in Washington, or whose loan would be an inconvenience to congress, or the executive departments of the government, or to reference readers in the Library of congress. A library borrowing a book is understood to hold itself responsible for the safe-keeping and return of the book at the expiration of ten days from its receipt. An extension of the period of loan is granted, upon request, whenever feasible. All expenses of carriage are to be met by the borrowing library. . . . A service of the library district from that involved in the actual loan of books is that performed by answer to inquiry through correspondence. The character of the questions which the library answers most willingly is noted below: (1) As to its possession of a particular book. (2) As to existing bibliographies on a particular subject. (3) As to the most useful existing authorities on a particular subject and where they may be available. (4) As to the author of a book by a known title. (5) As to the date, price, and probable present cost of a specified book. (6) For the source of a particular quotation, if ascertainable by ready reference. (7) (If not requiring elaborate research) for other particular facts in history or literature; in the organization or operations of the Federal government. (8) (Where of moderate extent) for an extract from a book in its possession. . . . A complete list of the publications of the Library, with note of prices at which they may be had, will be furnished upon application."

ry of congress catalog cards.

ndbook of card distribution, with references to Bulletins 1-20. 2d ed. U. S. Lib. of congress. O. 76p. facsimis. '07. U. S. Library of congress.

rary of congress cards; symposium, Library Occurrent, No. 11: 2-5. Mr. '08.

Pierce of Michigan City, Indiana, believes that the use of the Library of congress cards saves time, labor and money especially where bibliographic details are required. Orpha Peters of Elwood thinks them practical in a small library, since where resources are limited every subject of importance even tho it covers but a few pages should be thought out. "This makes it necessary ordering Library of congress cards, partly for non-fiction books, to handle each and decide just how many cards are needed before ordering. . . . When the cards are received, each book must be again handled, he call number, accession number, title, headings and paging for analytics must be added. To write the cards requires less than to do the various things mentioned and in the end is more satisfactory." Fred Ticer of the Huntington free library, Ia., says, "I consider them the greatest thing brought to my notice during my librarianship not only to myself and staff, but to the public. . . . In our own library we have been able to secure cards for about 80 percent of the old uncataloged books; the purchases are easy to obtain cards for."

Henley of Connersville thinks they increase inconsistencies and variations into the cards. Then, too, more time is consumed in going up the details necessary to the ordering the cards, than would be in doing the thing itself. Jennie Jessup of the Laporte, Ind., says, "Use of the printed cards saves time and the work is better done. The cards are more legible and uniform than when written by such help as most small libraries have."

Ethel McCollough of Superior, Wis., says that in a small library it is not an advantage to use the cards. "To the actual mounting of the cards must be added the expense of ordering, keeping track of orders, rewriting subject headings and titles. . . . While this work is being done, the cards are standing on the cataloger's shelves, for a week, perhaps three months."

ry organization. See **Organization of libraries.**

ry schools.

also **Library training.**

Jooley on the library school. C: F. Jooley and C: E. Rush. Lib. J. 33: 141-142. Ap. '08.

ry training.

rary instruction in normal schools. J. F. Mendenhall. Pub. Lib. 13: 38-40. Feb.-3. 124-5. F.-Ap. '08.

A modern library has become the laboratory and supplement of the school course of study and children should be trained in its use. Logically, the teacher should be the one to do this, but in most cases she is not prepared to do this for she has had no training. Normal schools should have in their curriculum a course on administering and using a library, a course that will teach them how to direct the reading of the children and how to use an intelligent use of books. The library has taken the initiative in establishing co-operative school and library systems as part of its school work. In the summer sessions of the normal schools since 1906 short courses are given in children's work and the use of reference books, and only recently a library section has been established in the state

teachers' association. In Wisconsin a student of a normal school must have 20 weeks of library methods before graduating. "The course includes instruction in the use of the library and reference books and also in the technical processes of library work." In Geneseo, N. Y., a course in library work consisting of one lesson a week for 20 weeks was introduced last year. The aims of the course are: (1) To familiarize students with the arrangement of the library and reading room and with the keys to the intelligent use of each; (2) To acquaint him with the best books for supplementary reading in the grades, that he may be able to select the books for a class room library; (3) To prepare him for administering a school library and teaching pupils to use it intelligently. . . . The course so far is only preliminary, but enough has been given to show the need for just such instruction. Experienced teachers in the training class have heard for the first time of periodical indexes; they have gotten the idea of how to investigate a subject, which will make them at home in any library, and they have been made acquainted with helps in selecting books of which they had known nothing. The instructor in library methods in the normal school should make the work popular. Teachers are overwhelmed by technical details. Those who need the technical side such as an "elaborate system of classification, accessioning, charging, etc." might have an elective course offered them.

People: a modern emphasis in library training. J. F. Daniels. Lib. J. 33: 173-6. My. '08.

"There are hundreds of teachers of library science and economy, but only a few teachers of library service and administration." Nearly all library school graduates in small libraries "confine their activity to record or desk work and overlook the possibilities for growth and influence which might be theirs if they understood the people better. The same ignorance of human affairs and policies is evident among trained assistants. . . . Of all preferred occupations, I can think of none that offers the opportunity for genius and leadership that is found in librarianship, yet the strong emphasis laid on technical skill to the neglect of that opportunity will probably result in a very commonplace rating of the book servant." There should be a change of emphasis in library schools. "Librarianship as a profession requires more than mere custodianship and technical skill, and if this is not forthcoming, the next generation may see librarianship unionized like bricklayers." Men and women should be developed who are able to deal with the people.

Training for librarianship. A. L. A. Committee on training. (Library tract, no. 9.) D. 8p. pa. 5c. '07. A. L. A. Pub. bd.

"While the most necessary preparation for librarianship, as for other professions, is a good general education, and the most necessarily natural qualification is common sense, there is a technical side in the work of every institution for the mastery of which neither a general education nor common sense is sufficient equipment. There are records to be kept, methods to be devised or learned, small daily needs to be met by devices of one kind or another, books to be selected and bought and made useful; rules to be considered, ways of attracting and holding readers, ways of raising money, of securing help; buildings and equipment to study." The following are the "recognized sources of instruction to give approximate uniformity of methods, to inculcate the best aims and impart a desirable spirit to the workers, and to present to them in concise form four years. The less concentrated courses run by library schools offer courses of from one to four years. The less concentrated courses running over three or four years being those which are offered by colleges in connection with the regular curriculum. Summer library schools

Library training—Continued.

give "brief outlines of the most necessary parts of library work and require only a few weeks' attendance." Apprentice classes go only a little way toward the necessary training. "The apprentice class is allowable and even advisable for libraries wishing to form a substitute list or an eligible list for minor positions, but assistants trained in this way should not be and generally are not promoted to better positions without successive examinations and tests, and, even with these, do not as a rule reach the best positions, for want of preliminary educational preparation." A correspondence course is better than nothing. "It is one of the short cuts which cannot possibly give thorough training, which omits the very important element of practice, which cannot be regulated by any authority, and which therefore creates an opening for irresponsible teaching by incompetent persons. . . . A number of state normal schools have given courses in library economy in connection with their summer schools for teachers, but these have been intended only to fit teachers to take care of their school-libraries and should not be regarded as a substitute for a library school course."

Loan department.

Reserved books. W. E. Stevenson.
Lib. World. 10: 276-8. Ja. '08.

"A borrower who comes time after time for a certain book, which he never can find in, is often very glad to know that simply by paying a penny, addressing a post card to himself, filling in on the other side the author and title, and, if possible, the classification number of the book wanted—he can have the book reserved for him as soon as it is returned. After duly filling up the post card, the assistant takes it and puts it in a special tray or place provided for the purpose, and the following day the assistant whose duty it is to attend to the reserves searches the issue for the book-card which represents the book when out. When this is found, a small card stating that the book is reserved is placed in the borrower's ticket containing this particular book-card. The date also is stated on which the book was reserved, and the date on which it is due back should be noted on the post card, as this may save a great deal of trouble; some books being returned a day or so after they have been reserved, while others do not come in for three or four weeks. In the latter case, should an irate borrower come in saying he reserved the book months ago, it can easily be proved to him that it is not quite so long as he thinks, and by looking in the tray at the date of return, which may be found on the post card, the book card can be shown, which will make him understand that the book is still out on loan. When the book is returned the assistant notices the reserved card in the borrower's ticket, and at once places the book on a shelf marked 'Reserved books.' This shelf is cleared each morning and a post card is sent to the borrower. The book is then placed on a shelf marked 'Reserved books; post cards sent,' and is kept two days for the borrower, and should he not call for it within that time, it is again put into circulation."

Loans, Inter-library. See Inter-library loans.**Local collections.**

Local prints. S. J. Parker. Lib. World.
10: 278-80. Ja. '08.

"A local print must be a print of some place of interest and importance in the immediate locality. . . . When the collection is large enough a complete list, giving every detail connected with each print, should be made in printed form, and put on sale at a very small rate."

Magazines. See Periodicals.**Municipal reference work.**

German städtetag. L. N. Robinson. Ann.
Am. Acad. 31: 704-6. My. '08.

The Städtetag in April opened a central bureau which has for one of its activities the maintenance of a special library dealing with city affairs. "Designed to be of use in research work, it includes not only books and other publications common to all libraries, but also a variety of materials such as schedules, public announcements, copies of important documents and newspaper clippings. Each member of the Städtetag is pledged to furnish a free of charge a copy of all its more important printed matter relating in any way to city government or to city life. In addition studies and standard works are purchased directly with money set aside out of the income of the Städtetag. . . . All representatives of the cities or of the associations of cities have the right to make use of the library. No charge is made except in cases where the collection of voluminous material is demanded. The aim is to make the library the chief center for the scientific study of city affairs. It is open on weekdays from 9 A. M. to 2 P. M., and offers to the investigator the latest, the best, and the most complete material for study in the activities of German cities that can be found anywhere. With this library as a source, the central bureau offers to furnish information to the members of the Städtetag, to smaller municipalities, to local boards and to private persons. The desired information requires a considerable amount of work a charge may be made by the director, otherwise the information is furnished without cost. It does not pretend to be able to answer every question that may be asked. In legal questions, especially, it attempts only to refer to similar cases, if there have been such in other cities, or to point out the best material bearing on the subject."

Municipal reference library in Milwaukee. Milwaukee Sentinel. D. 14. '07.
Same. Wis. Lib. Bull. 4: 18. Ja. '08.

"The librarian is to be paid not over \$2,000 a year and be assisted by one clerk who, trained in indexing and cataloging, shall receive a salary of not over \$1,000 a year. The librarian is to collect and compare the laws of this and other states and the ordinances of this and other cities, and report upon the laws and ordinances pertaining to any subject upon which he may be requested to report by the mayor, any committee or member of the Common council or the head of any city department; to accumulate all data obtainable in relation to the practical operation and effect of such laws and ordinances, etc. The invaluable assistance of the legislative reference library at Madison shows "the practical value of a well classified collection of this kind in connection not only with legislation, but with the administrative departments of government. That there is ample room for a service of this kind in a municipality is clear to all who are familiar with the haphazard methods that are too often pursued in the enactment of ordinances. Indeed, on account of the large amount of business transacted by the council during the course of a year, to say nothing of the various departments, and the experiences that are being had along similar lines by scores of other municipalities which may help to determine a wise course of conduct, it may be said that such an institution in Milwaukee can be made of fully as much benefit as the one at Madison. . . . In no branch of public endeavor is more substantial progress being made than in the government of cities, and to advance intelligently information must be gathered on questions of municipal importance, and scientifically applied. Milwaukee

Special reference work—Continued.

have such a library. It should be kept from politics, and no question concerning patronage or the comparatively small expenditure involved should stand in its way."

ims.

Children's museum as an educator. A. B. Allup. *il. Pop. Sci.* 72: 371-9. Ap. '08.

Children's museum of the Brooklyn Institute of arts and sciences is the only museum kind in the world. In 1899 the Institute had two rooms to the children. Its aims were: to form an attractive resort for children to refine their tastes and elevate their intelligence; to create an active educational center to help in connection with school studies; to suggest new subjects of thought for their leisure hours. The "collections include zoology, botany, United States history, geology, geography and art. They are attractive in appearance, simple in arrangement and labeled with descriptions adapted to the understanding of children, printed in clear readable type."

The geography collection contains groups to acquaint children with the people of the earth, especially type from the various zone belts. One of the scenes depicts the life of the Eskimo, his shelter, implements and industries. The story of his life struggles and the influence of his environment on appearance and character are easily understood.

When children study colonial history the miniatures at the museum carry them back to the period when the nations of Europe were establishing permanent colonies in this country. The men and women, dress, homes, life and customs of those early days become a reality to the child who lives in imagination among these little 'doll people' with their delights to be. The library of 5,000 volumes supplements the work of the museum, providing books useful to its staff in preparing collections, in furnishing additional information to visitors and in offering books on the needs of school work for the benefit of teachers and pupils.

The demand for privileges of a Children's museum may be from the readiness with which school children accept them. More than 125 teachers and many of them remotely situated, send letters and teachers to our museum. . . . Years ago, in response to an expressed demand from the boys, the museum began a series of lectures in elementary physics, and in connection therewith invited those interested to come to the museum on certain afternoons to meet individually with favorite pieces of apparatus. The boys found the utmost pleasure in the liberty thus granted—they experimented under the guidance of a member of the museum staff, they read library books in connection with their experiments and within a few months set up a wireless telegraph station. The work of these boys would be a credit to any institution, for they applied themselves regularly and diligently until they had learned to send and receive wireless messages; meanwhile, the pleasure of placing the station and keeping it in working order had fitted them to take advantage of other stations."

libraries, museums and art galleries. A. B. Piper. *Lib. World.* 10: 419-21. My. '08.

Libraries suitable in connection with museums should be mainly of a local character, exhibiting specimens of the flora, fauna, antiquities, arts and industries of the district. The exhibits thus brought together in one of the best means of educating the public for personal inspection of an object of greater interest for the ordinary man in the street, than merely reading about it, and, therefore, he is impressed quicker and learns more about it than he would by studying a dry text-book; so that it seems to be

more rational that the educational process should be from museum to library, and not from library to museum as is sometimes advocated."

Local public museums in Wisconsin. R. G. Thwaites. *Wis. Lib. Bull.* 4: 34-6. Mr. '08.

That the large well classified museum is an important aid in education is generally recognized. It is not so generally recognized that the small local museum may also be a considerable factor in the educational life of a town. England has long recognized the fact. Where a local historical or scientific society is not able to undertake the control of a small museum, then the best way is to put its management in charge of a committee in cooperation with the library board. Wisconsin laws make no provision for a museum in connection with the public library but nevertheless many towns have small collections in their libraries. "The boundary line between the library and the museum is ill-defined; each seems necessary to the other. . . . The museum cultivates the powers of observation. . . . The library is most useful to the educated; the museum to the educated and uneducated alike. . . . The influence of a museum upon a community is not as deep as that of the library, but extends to a much larger number of people. . . . The largest museums win the greatest success when they specialize; so the small museums would doubtless do best to maintain a strictly local character. . . . Some of the most useful of large European museums are essentially local; for example, that at Lübeck, Germany, which gives to the visitor a continuous and vivid picture of the history and life of that old city. . . . The line between archaeology and antiquities is vague. The archaeological collection easily grows into the historical. Obsolete forms of furniture, dress, ornament, tools, utensils, and weapons exist in almost every community, and can often be had, or at least borrowed, for the asking. These need not be wholly American; it is quite as interesting and important to preserve in the museum articles familiar to early experiences of the foreign-born townfolk, exhibiting their methods of life and their surroundings in the old world. All of these articles illustrate the stages of human culture; from them we study the progress of civilization." An exposition of the trade and industries of the district would appeal to a wide constituency of all ages. Care "must be exercised in preventing the museum from becoming crowded with mere curiosities. It often takes far more tact to prevent articles from being forced upon the management, than to acquire them by solicitation. Unless rigorously watched and skillfully kept, the museum may soon become a heap of unrelated odds and ends given by indiscriminating friends, all huddled into cabinets and upon shelves and books, useless for any scientific purpose, and maddening even to the curiosity seeker." Specimens should be appropriately arranged and every department should be as attractive and artistic as possible. Glass cases are needed and a satisfactory label should be attached to each article. This label should "give the name of the specimen, its history, whence it came, and when and by whom given. . . . Books of reference should be near at hand."

Philadelphia commercial museum. P. T. Cherington. *il. World To-Day.* 14: 500-7. My. '08.

Early in the history of the museum it began to receive sets of official documents on commercial subjects. This led to the establishment of its library. The library now "receives regularly most of the important industrial and trade publications issued in this country and many of those published abroad, so that its collection of current commercial literature is a remarkably full one." The bureau of information turns to practical account the enormous fund of commercial information. It spreads information about the products of

Museums—Continued.

American factories among selected and reputable firms abroad. It also helps American manufacturers who are anxious to build up their foreign trade by giving them the information they need. One of the most important divisions of its work consists in the answering of inquiries. "The questions asked by the actual or prospective exporter naturally cover a very wide range, including not only such general questions as existing commercial conditions in different countries, customs duties and regulations, commercial travelers' licenses, methods of packing, transportation routes and regulations concerning consular invoices, but also such intimate questions as whether a specified article can satisfactorily meet competition in some definitely named place, prevailing prices, the selection of reliable local agents and other matters which, in building up trade in this country, would be made the subject of special investigation by a carefully selected member of the concern's own selling staff. About 8,500 inquiries from American firms are answered every year." The bureau also takes charge of the foreign correspondence of those who are its subscribers.

Representative local museums in connection with Wisconsin public libraries. Wis. Lib. Bull. 4: 36-8. Mr. '08.

A condensation of letters from seven places telling what objects are in their museums and how they are housed.

Museums, Libraries of.

Library of the children's museum; Bedford park, Brooklyn. M. S. Draper. Museum News, 3: 101-4. Mr. '08.

"Early in the year 1900 . . . the nucleus of the Children's museum library was formed, by the purchase of a few hundred books, chiefly upon natural history." Monthly additions of books have been made and the library now numbers 5,335 volumes. "The subjects principally represented are natural history in the broadest sense of the term, geography, history and biography, and also the physical sciences." The Children's museum library provides necessary books of reference for the museum staff, "acts as a school reference library, endeavors to supply information to the general public and seeks to interest school children in the various subjects included in the scope of the museum. . . . The library has also provided, as far as possible, the books and data required in making general plans for the attractive series of exhibits in geography, history, botany, and zoology. . . . In another field of museum work, the daily lectures given to children in the different grades of the elementary schools, the library is of much service. . . . The attention of teachers is called especially to the library as an aid in supplementing the course of study in elementary and secondary schools. Taking nature study as an illustration, we have altogether about 1,735 volumes, ranging from the simplest nature readers to comprehensive text books. . . . As they are systematically arranged upon open shelves, they can be readily examined at all times; and a good opportunity is offered for ascertaining those most desirable as aids to the classroom. For example, books upon wild flowers are made very attractive by the use of half-tone and colored photographs; some are arranged by family, others by the locality where found, or by the color of flower or fruits, thus offering a variety of methods of identification. . . . Books upon butterflies and moths are helpful to boys who are making collections and many books and pamphlets give the result of the valuable work done by leading entomologists throughout the country in relation to harmful and beneficial insects. . . . Certain kinds of literature for children are almost entirely omitted, namely, the usual story books and fairy tales. Such stories are outside the range of this special library, and the need for

them is fully met in the children's departments of the public libraries throughout the city. Our field is nevertheless a broad one, and includes pictures and stories of animals and birds, of child life, in different countries, of great events in history, scientists, explorers, statesmen and other great leaders among men."

Music.

Music in the Los Angeles public library. News Notes of Cal. Lib. 3: 23-4. Ja. '08.

When the Los Angeles public library made its first purchase of books in 1889 "some 500 musical scores were bought. In 1890-91 the circulation of 531 bound scores was 1392. The stock has been augmented by purchase and a few donations, until in 1906 there were 1232 bound scores with a circulation of 5947, an average of 495 monthly. Music is accessioned the same as books; where it consists of several parts the whole is treated as one, and each part is given the same accession number. This unites the separate units if they go astray. Music is bought in the original paper covers and bound in limp brown cloth at a cost of from 55 cents to 75 cents per volume. Each distinct part, for violin, cello, etc., is strengthened down back with the same cloth, eyelets inserted the whole composition is then securely tied together with shoestrings. The composer's name, the title and the call number appear on flat surface, and the call number also on back. In classifying by the Dewey outline music, the decimal point is moved back, arranged thus—78.64: piano music. This has the advantage of segregating the checks of music in circulation from those of books about music. Music is cataloged under composer, title and form. Contents of collections appear on the form card. Music is loaned on the same terms as books. The present collection covers grand and light opera, oratorios, songs, orchestral music, piano music, string music, organ music, etc."

Reading list on music and picture collections in libraries, with notes. News Notes of Cal. Lib. 3: 26-9. Ja. '08.

Newsrooms.

Newsroom methods. A. Webb. Lib. World, 10: 317-20. F. '08.

"Some of the fundamental reasons why wall slopes are preferable to standards are (1) the center of the room is left free for reading tables; (2) complete supervision of the room from any point is practicable; (3) the room does not assume such a stuffy and crowded appearance; and (4) the arrangement, titles, and position of the papers are more easily ascertained. Wall slopes are, in point of construction made exactly the same as standards—excepting, of course, that they have the slope to the front only. Care should be exercised so as to have the slope at a convenient angle, as if it is too steep, it will cause the papers to droop, and if too gradual the top of the papers will be out of the range of sight of short persons. A slight beading on the bottom of the slope is frequently used to prevent papers from drooping. A brass rail running the entire length of the stand is very often useful in preventing readers from leaning on the papers. . . . The titles of the papers should always be displayed at the top of the stands. This is done in various ways: sometimes the title is simply painted on the stand; often painted on enameled plates and screwed on the stand; and sometimes grooved holders or metal frames are attached to the stands, and titles printed on stiff cards or painted upon wooden or bone tablets which are made to slide into the holders. One advantage of this latter method is that if the position of the paper is altered the re-arrangement of the titles becomes a very easy matter. . . . In arranging

—Continued.

ers on the stands a good plan is ening paper between two morning separate those journals that are st by a few of those which are it, so as to prevent crowding at laces of the room."

ss. See Access to shelves.

n of libraries.

ion and reorganization in Wis-
Wis. Lib. Bull. 4: 27-30. Mr.

bruary and March, the Wisconsin
ission concentrated all its avail-
upon field work. The results of
ten libraries are given here.

of library organisation. J. D.
Lib. Asst. 6: 98-103. Ap. '08.

ledge of libraries is generally con-
vague idea that there ought to be
definite policy of library organi-
d result in any particular district
d with the library facilities most
particular needs. . . . The init-

t, of course, be the adoption of the
. This may be brought about in
. . . . A group of enthusiasts
out the adoption of the acts; or
spirited individual may offer a sum-
r a library building on condition
be adopted. Once the movement
ted, the actual adoption is a com-
plicate matter. Any county borough,
t, burgh or other similar authority,
consulting the voters at all, adopt
a resolution. On the other hand,
ricts, a parish meeting must be
can adopt the acts by a majority
present. . . . In the resolution
acts it is advisable to insert a def-
pon which they must come into

. . . . When the acts have been
a committee formed to carry them
hen comes the most critical time
of a library," viz., the appoint-
ment of a trained librarian.
to has no other aim to serve "than
the best possible service to the
to a large extent, do away with
s which have influenced some li-
s adversely. For example, it will
or at any rate put a check upon,
try which makes one district put
iding simply because an adjoining
a large one." The librarian who
istrict, knows "what the popula-
istrict is, and to what it is likely
e also knows what proportion of
on is likely to come and make use
s departments of the library. Al-
cent of the population of a dis-
sible library users, yet experience
at on an average only twenty per
make use of the opportunities.
per cent is divided up into lending
wers, six per cent; reading room
cent; and reference library read-
cent." These figures "afford a
hich it is possible to build up a
rganization." From them the li-
fix the approximate stock of books;
about ten per cent of the popu-
e the reading rooms, he can aver-
ourly attendance and provide ac-
accordingly; and so with the four
ference readers. If the library is
arranged with these factors in
will be no very serious cause for
. . . . The number of library build-
vided in a district depends very
the geographical characteristics of
Where the population is fairly
a large town, one branch for each

60,000 persons may be taken as being a good
provision. This, of course, takes it for granted
that the branch library is to be a fully equipped
one, and worthy of the name of branch. Where,
on the other hand, the population is scattered,
branches of a smaller type may have to be
provided for every 30,000 persons. This, like
the provision of books must be settled by the
expert on the spot. It is the necessity for the
application of this specialized knowledge to
the organization of a library or library sys-
tem, that makes the early appointment of a
trained librarian of such vital importance.
. . . . It is better to have a small library run
efficiently than to have a large one starved and
consequently inefficient."

Reminiscences of an untrained librarian.

Pub. Lib. 13: 207-11. Je. '08.

A humorous description of the making over a
library which had the distinction of being the
worst in the state.

Paper.

Physical qualities of paper. R. W. Sindall.

Lib. Assn. Rec. 10: 24-35. Ja. '08.

Tests of paper, and the materials used, and
manufacturing processes employed in making
different kinds of paper are discussed by Mr.
Sindall.

Pay duplicate collections. See Duplicate
pay collections.

Periodicals.

Circulation of single numbers of period-

icals. E. M. Sanderson and E. M.

Smith. Lib. J. 33: 86-94. Mr. '08.

As a basis of investigation for the prepara-
tion of this article a set of 15 questions was
sent to 68 public libraries. Replies were re-
ceived from 64. Of these 12 did not circulate
single numbers, but three of them have the
matter under investigation. Of the 52 libraries
which circulate single numbers the majority
(36) circulate a selected list beginning while
current and continuing as long as the demand
lasts. Of these 36 all but six limit their cir-
culation to special copies. Century and Harper
appear on every list where periodicals are cir-
culated at all, then follow, Scribner, McClure's,
Atlantic, Review of Reviews, World's Work,
Cosmopolitan and Munsey. Several libraries do
not circulate ten cent magazines. The amount
of duplication of magazines varies with the size
of the library. After the periodicals no longer
circulate in single numbers many libraries bind
all that are in good condition and then cir-
culate them as books. Others either send the du-
plicate copies to penal or charitable institutions
or cut them up for pictures or bulletin material,
or discard them. Seven days is the time most
frequently allowed for keeping a number. The
least time is two days and the most four weeks.
Current numbers usually go out for three days
only. The general custom is not to renew or
reserve these single numbers. The usual fine
for overdue periodicals is two cents per day but
the charge varies from one to five cents. A
few libraries do not cover the circulating copies
but the others use various kinds of covers from
paper up to flexible American Russia. Only
a minority of the libraries have duplicate pay
collections. At the close of the article tables
are given which put the results of the investi-
gation into tabulated form.

Filing of periodicals. E. E. Glenister.

Lib. World. 10: 350-1. Mr. '08.

"At some libraries, the periodicals are filed
in boxes, made to take a whole or a half-year's
numbers. The title of the periodical is hand-
typed or written on a piece of paper, and then
pasted on the front of the box. The box is
then placed, according to its size, upon a num-

Periodicals—Continued.

bered shelf. An alphabetical list is made of all the periodicals, with the number of the shelf on which they are placed. This list can be written on foolscap, and pasted on cardboard, and then hung up near the shelves. For instance, if a back number of any periodical is required, the assistant can refer to the list for the number of the shelf, and immediately obtain the magazine." This method is not economical in the amount of space required, and the boxes used are apt to become broken. "Periodicals may also be filed on boards, about half an inch thick, and made a little longer and broader than the periodicals they are intended for. The titles of the periodicals are pasted on the front of the boards, which should then be placed alphabetically upon the shelves. A very quick and easy method of filing periodicals is to have a room fitted with shelves about two feet above one another. The periodicals are then placed on the shelves in strict alphabetical order, with the name of each typed, and pasted on the front of the shelf."

Literary journalism in theory and practice. F. C. Brown. Pub. Lib. 13: 159-62. My. '08.

Magazines for the small library. K. I. Macdonald. Wis. Lib. Bull. 4: 1-9. Ja. '08.

"In selecting magazines for a small public library two things must be borne in mind; the use of the magazine for current reading, and its value for reference when permanently bound. In a very small collection the current use of the magazine is of first consideration. As the collection grows, reference value is of increasing importance. The general literary magazines should therefore be chosen first, and afterwards those relating to special subjects. Local conditions must determine the choice of both general and special publications. As a rule it is better to buy a few good magazines than a large number of cheap ones." All copies of magazines except the current numbers should circulate. "As soon as funds permit the library should furnish duplicate copies of the most popular magazines for this purpose. The magazine gives as much pleasure as a late novel, and costs about a third of the price. . . . It is well to buy all periodicals thru one agent, and to have the subscriptions expire at the same time, preferably the first of January." An annotated list of fifty magazines based upon the notes of librarians is given by Miss Macdonald showing the twenty-two highest on the list as follows: Atlantic, Century, Charities, Collier's National Weekly, Educational Review, Garden Magazine, Harper's, International Studio, Ladies' Home Journal, Life, McClure's, Nation, North American Review, Outlook, Outlook, Review of Reviews, St. Nicholas, Scientific American, Scientific American Supplement, Scribner's, World's Work, Youth's Companion.

Order among the magazines. L. C. Schrote. Wis. Lib. Bull. 4: 14. Ja. '08.

An illustration of a magazine rack is given with instructions as to labels, etc.

Preparation of magazines for the tables. R. L. Duménil. Lib. World. 10: 353-4. Mr. '08.

Photographs. See Pictures.

Picture books.

Attractive picture books for children. M. E. Wheelock. Ia. Lib. Quar. 5: 194-5. Ja. '08.

A list of good picture books is given. Those that are not durable may, after they begin to break away, be cut up and pasted into scrap books. In some cases both the pictures and the text may be preserved. If the pictures are soiled they may be cleaned with art rubber.

Pictures.

How to supply the library with pictures. Mrs. Mutch. (p. 22-6 in Proceedings the annual meeting of the Ontario library association, Toronto, Ap. 190

Mrs. Mutch tells of different kinds of pictures, their prices and thru whom they may be purchased.

List of photograph dealers with index by countries and descriptive notes of collections of photographs in some Massachusetts libraries and museum. E. Abbot, comp. D. 23p. pa. 15c. Miss Louisa M. Hooper, Public library Brookline, Mass.

"Artistically and for purposes of study, photographs are so much better than the cheap reproductions that it is worth while for libraries to take the necessary trouble to secure the usual sized silver prints 8 x 10 inches. . . . They may be imported, duty free, at a cost of from ten to thirty-five cents each. The various photograph shops in this country carry only a limited number of subjects in the larger sizes; their prices are fixed to cover the duty and other expenses. A few of the larger European firms have branches in New York through which orders may be sent. . . . Descriptive and partially illustrated catalogs are issued by Braun and the German and Italian publishers. A charge is usually made for these unless they are sent with an order; most of the other foreign firms print only brief lists of the subjects issued. Dealers should be warned to pack photographs carefully and to send them flat, rolled, by registered mail. If packages are addressed to the institution, without any personal name, there should be no difficulty in receiving them thru the post office. . . . Of the several forms of photographic reproduction the silver prints are cheapest and most practical for a public library, altho they fade considerably in time. The permanent and expensive carbon prints are more attractive as reproductions of paintings; they are often, however, so clear in detail or so satisfactory for purposes of study, and the surface is easily injured. Platinum prints, which have a gray finish, are more permanent than silver prints; they represent values quite differently, being rather hard in outline. This applies more particularly to the German and Italian platins, which are more satisfactory for architecture and sculpture than for painting. . . . The mounting of photographs is one of the greatest elements of expense in a collection. No cardboard or process of mounting will be permanent or keep flat; it is more satisfactory to the end to have the work done by an expert and with the best materials. Small reproductions may be mounted in the library with satisfactory results by using a good mount, such as Collins' number one or extra number one (Collins manufacturing co., Philadelphia,) or Mitchell's anti-cockling mounting solution, (1 Cherry St., Philadelphia.) Apply the glue to the back of the print and allow it to dry fifteen minutes to one half hour. (The bottle of glue may be kept in a kettle of water on a gas stove while it is being used.) Retouch the corners and lay the print on the mount, rubbing it slightly, and leave the prints in a heat press for about forty-eight hours. Silver prints should be first soaked in a solution of one part glycerine and five parts water. The treatment must vary with the kind of print, some papers absorb much more glue than others; the time necessary for drying also varies with the amount of moisture in the atmosphere."—Practical.

Local prints. S. J. Parker. Lib. World. 10: 278-80. Ja. '08.

Notes on this article are given under heading Local collections.

—Continued.

e collections in small libraries. G. Salisbury. (Instructional department, no. 3.) 20p. pa. Wis. Free Lib. 1., Madison, Wis.

es may be cut from old periodicals, broad and steamship guides, advertisement picture books, books of travel. They may also be purchased at a "re-auction." Exercise care in the selection of. Provide a generous supply of reproductions of masterpieces but select sparingly of people.

e exchange for small libraries. M. ner. Neb. Lib. Bull. No. 3: 1-3. N.

ration is one method of solving the of getting pictures to hang in the school. In Minnesota "the State library on choose (without buying) several sets, which are submitted, unframed, to be ready to buy. The committee furnish details in regard to suitable framing, etc. Under their direction the set is framed. The State commission pays for packing case lined with heavy canvas so that each picture fits snugly in its own compartment, in this way insuring transportation; it also pays all freight for the exchange of pictures for the future. The individual library pays for its pictures. . . . The attempt has been made to have the pictures in a set uniform style of frame, and in the kind of setting. The first two make for convenience in transportation. It is cheaper to pack a case for a group of pictures of similar size. . . . The little collections in the different libraries include:—Six Willcox Smith's pictures of children. Collier's artist proofs, warm with color and charm. The cost in frames was \$10. Six of W. L. Taylor's, illustrating Longfellow's Children's hour, Hanging Rock, John Alden and Priscilla, Evan-uilding of the ship, and Village black-berries bought for \$27.50. These will be attractive in the study of Longfellow. . . . printed in black and white and appear in the Ladies' Home Journal originally. . . . made up of unrelated subjects, third set purchased. Three are copies of masters and three of modern artists of no cost \$25. The fourth set is to be made. The packing-cases furnished by the mission cost \$4.50."

es in the Los Angeles public library. News Notes of Cal. Lib. 3: 24-25. '08.

picture department of the Los Angeles library was created about 1897. It now has about 8500 pictures, representing views, nature and painting. The pictures are on gray or brown mat-board, the finer pictures on a double mount. On this is written the artist's name, and the Dewey classification number of the picture. The picture is placed in a library pocket and the number of picture on it. On this is written the name or card number of owner and the date. The number of pictures issued is not limited, but the time is limited. The pictures are not accessioned, entered in the shelf sheet, now being changed to cards. They are cataloged by artist, of picture and subjects, and place where picture is now found. The artist's name, the main card, and on it are made all annotations, etc. Artist cards are filed in a book, and a reference card is made for each artist to the school. . . . The numbers 730 for sculpture and 759 for painting are used, but the divisions of these numbers are purely arbitrary and with a view to the chronological po-

sition of the schools. . . . The artists are arranged alphabetically (Cutter numbers) under the schools. In regard to the classification of views and architectural subjects, the Dewey system has been adhered to, which is especially minute in the case of Architecture. . . . A catalog on the dictionary catalog plan is being prepared. The school cards are annotated—characteristics of the school, of the individual artist and of each picture are noted. Great care is exercised in the matter of subject headings and cross-references for pictures. . . . The case for filing is one that was designed and made by a local manufacturer of office fixtures. It consists of a series of drawers placed on rollers, each drawer with an inside hinged cover. When the drawers are pulled out they drop down, and the cover is lifted and used as a support for the pictures as they are turned over. When patrons wish to borrow photographs for private club or school work, they are not restricted in the number, unless others are pursuing the same line of study. The check is taken from the pocket, and the name or card number of the borrower is written thereon. The photographs are placed in portfolios, and the checks are filed in trays."

Reading list on music and picture collections in libraries, with notes. News Notes of Cal. Lib. 3: 26-9. Ja. '08.

Work with children. (p. 12. Annual report, 1907. St. Joseph, Mo., Free public library.)

The St. Joseph, Missouri, public library as an experiment purchased 1600 stereoscopic views, with holders, for the children's department. They "have been an endless source of pleasure and instruction to the children. Teachers and mothers came in such numbers that it was found necessary to rule that 'grown-ups' were not permitted use of the stereos when there were unserved applicants among the children. The views purchased were chosen with special reference to their value as aids in the study of geography, showing the people, their customs and industries, with interesting views in different countries."

Printed catalogs. See Catalogs, Printed.

Printing.

Library printing. J: C. Dana. Pub. Lib. 13: 35-7. F. '08.

"Those who support a library are entitled to get from it printed information, which makes it seem easier and better worth while to use it, and they may rightly demand that such printed information be presented with good taste. . . . Many catalogs indulge in several kinds and sizes of type. Each kind means something to the pedantic compiler; but only adds confusion to the average reader." Book lists should be set plainly and simply. There is seldom need for black-face type, italics or hanging indentations. "To select the best type of all possible ones and to arrange the chosen type in the best of all possible ways. . . . is a most difficult art. It is so difficult, and the result—fine printing—is so rarely appreciated that few will pay for it. Consequently, few print shops can afford to pay for the time, skill and fine taste necessary to produce it. Consequently, again, if a librarian wishes good printing he must supervise its composition to its last detail and pay for the extra labor his supervision entails. This means that he must know something of both the craft and the art."

Prints. See Pictures.

Public documents.

See also State documents.

Author headings for United States public documents as used in the official catalog of the Superintendent of documents. 2d ed. O. 32p. '07. Supt. of doc.

Public documents—Continued.

Ought not libraries of a certain grade to be created permanent depositories of public documents. Lib. J. 33: 150-1. Ap. '08.

At present the law gives senators and representatives the right to name the libraries in their districts which shall be depositories of government documents.

Reference use of public documents. A. Marple. D. 7p. n.p. '07. Des Moines public library, Des Moines, Ia.; Same. Lib. Work. 2: 31. '08.

When public documents are made available by cataloging they are a valuable asset to any library. "Most of the books on statistics in this country are compiled from the government documents." It is well for the reference librarian to be able to use these books at first hand. Special reports of departments are more interesting than annual reports, but the latter give a good idea of the work of each department. The Farmers' bulletins treat of practical subjects of great benefit to the farmer. Some of these are "Use of fruit as food, The lawn, Potatoes and other root crops as food, Apple and how to grow it, Standard varieties of chickens, Facts about milk, Bread and the principles of bread making. . . . Our library binds each year the Farmers' bulletins, Bulletins of the bureau of animal industry, Chemistry, Forestry, Plant industry, Experiment station, and the Experiment station records. Cards are made for the subjects of these bulletins and incorporated into our document catalog." They may be procured at a nominal cost from the Agricultural department. In the Agricultural year book for 1905 are the following subjects: "Diversified farming in the cotton belt, Business of seed and plant introduction, Relation of irrigation to dry farming, Promising new fruits, Causes affecting farm values, etc." The annual reports of the International bureau of American republics gives full information on agricultural and industrial conditions in these republics. "No reference room should be without the bulletins published by the Census bureau. These are at present 69 in number." Some of the most useful subjects are Child labor in the United States, Negroes in the United States, Irrigation in the United States, Statistics of women at work, 1900. The congressional directories are valuable reference books. "The one for the Fifty-seventh congress, second session, is a biographical directory covering the years from 1774-1903. First comes the executive officers of the United States, 1789-1903; next the Continental congress with the place and time of sessions, presidents, clerks, and delegates of the congress; last is a list of the senators and representatives of every congress from the first to the fifty-seventh, and the latter half of the book is taken up with short biographies of all senators and representatives. The Congressional directory of the fifty-eighth congress, special session, has maps of all the states with the congressional districts outlined and numbered." The manuals of the House of representatives contain the "constitution of the United States, Jefferson's manual of parliamentary practice and the rules of the House of representatives." Consular reports often give short articles of value. "Last year one of the reports gave an account of the hay or cooking box, with a list of things to be cooked and just how to cook them. . . . From the consular reports on France we have this material: Aerial navigation in France, American chamber of commerce, American securities, Manufacture of artificial silk, Bank of France, Poisonous beans, Decreasing birth rate, Cognac brandy, Care of the aged, French financial conditions, etc. . . . The reports of the Bureau of education should be in every library." They contain articles on such subjects as "Pensions in German universities,

Digest of the school laws of different states, University of Paris during the middle ages, Temperance instruction in the public schools. . . . Bulletins of the Labor department discuss the various subjects of labor, such as Co-operative communities in the United States, Co-partnership in England, Cost of living, and Decisions of courts affecting labor." In the Smithsonian institution reports are found the following "History of some discoveries of photography, Morocco, Evidence of evolution, Bees and flowers, Old age, Pewter and the revival of its use." The American historical association reports are published by the Smithsonian institution and are very valuable. "Among the single volume none has been more used in our library than the one on Indian basketry, published by the U. S. National museum. There are 548 pages in the book. Two-thirds of them are illustrations, many of them in colors." The handbook of American Indians by the Ethnological bureau should be in every library. The U. S. Geological survey publishes the Origin of certain place names in the United States. The bibliographies published by the Library of Congress are indispensable when hunting up debatable material. "They cover such subjects as Immigration, Trusts, Mercantile marine subsidies, Labor and strikes, Reciprocity, Municipal affairs, etc."

What the Canadian government is doing for Canadian libraries. M. Dewey. Lib. J. 33: 17-8. Ja. '08.

Reading.

See also Children's reading; Fiction.

Decline of bookbuying. Nation. 86: 8. F. 27, '08.

One potent influence in the decline of book buying is the increase in the number of magazines. Another is that numerous other forms of recreation have sprung up in recent years.

Let us forget in the multitude of books the few great books. H. L. Koopman. Pub. Lib. 13: 117-20, 163-5. Ap.-M. '08.

One should read first of all the books that form the intellectual tools of his trade for there is no profession or hardly a handicraft that does not possess its literature. Beyond that one should read a few great books. Often a single book publishing business and the interests of a human life.

Reading. E. S. Martin. Harper. 116: 51. 5. Mr. '08.

"The more substantial new books are in competition with all the great books that ever were printed. If readers neglected the good new books in order to read the good old ones, we might regret it as something detrimental to the book publishing business and the interests of living authors, but we would not find in it a sign of decaying culture or degenerating taste. But it is not the competition of the old book that limits attention to the new ones, for who ever has learned to read the one is by so much the likelier to read the other. Who has the habit of good reading and the appetite for it will read what suits his appetite if he can get it. The trouble is that the appetite is no oftener formed.

Reading of the young people. F. W. Atkinson. Lib. J. 33: 129-34. Ap. '08.

Notes on this article are given under the heading Children's reading.

Reference books.

Reference books of 1907. A. B. Kroeger. Lib. J. 33: 13-6. Ja. '08.

Reference department.

imitation of the reference library, with a note on specialisation. W: J. Chris. Lib. Assn. Rec. 10: 85-90. Mr.; Discussion. Lib. Assn. Rec. 10: 127-32. '08.

Imperative that all books should be open to the public for home-reading purposes. There is no dispute here in regard to books that are obviously only suitable for library use. Such books as dictionaries and annual year-books; encyclopaedias, atlases, etc., and encyclopaedic works devoted to specific branches of knowledge; but when we consider the more general fields of literary, scientific and technical books, works of art and its allied subjects, the difficulties of classification and separation increase. The question of size and price must of necessity be considered as this does not, or should not, determine the value or place of books in the library. "Much money has been needlessly expended upon reference libraries. The value of a library does not consist in the number of books possessed but in the use to which they are put. 'Our municipal reference libraries are not used to an extent to justify the expenditure of much money upon them.' Reference libraries would render better service if amalgamated with the lending department. Then the obvious quick reference books are shelved either with the general collection or in close proximity to the home-reading department, and with easy access from it. It would afford greater economy of administration than the old system of two separate departments."

Popularise reference libraries. A. J. Hawkes. Lib. World. 10: 328-31. Mr. '08.

Slips inserted in books calling attention to the same or allied subjects have to be very satisfactory in the home-library. Reference books are lent for reading upon special request and have been promptly returned.

Reference work.

180 Legislative reference department.

Ordination of the various departments into an open access library. W: McGill. Lib. World. 10: 246-8. Ja. '08.

Open access library blocks on the shelves with labels stating where other material on the same subject can be found would be of great value in drawing attention to the reference department and to periodicals.

Library aids. A. H. Fudge. Lib. World. 10: 315-7. F. '08.

Subject indexes. H. W. Wilson Co. Lib. World. 10: 332-5. Mr. '08.

Efficiency of Subject hunting: reference department, by Arthur J. Hawkes, in the Lib. World, October, 1907. The idea of making a standard index for inquiries that have been up is good "provided this labor of index making does not duplicate the much more economical and ready-made indexes which are so easily compared with individual effort. For example, the annual Readers' Guide for 1907, if it were the card index plan, would require a set of about sixty trays, and the cards and would cost much more than \$100, while the free index in book form costs \$6 a year. Mr. Hawkes justifies the tedious making of indexes by individuals while the cost of doing so he would require in making a very good and ineffective index would be more than equivalent of a sixty-drawer card index, ready done?" The value of periodicals in reference work is shown in the following from the Library Journal, 1897, page 65 of the connumber. "In addition to the usual ref-

erence books, by all means have the sets of bound periodicals stacked in the reference room.

When there is free access to the shelves, very little assistance from the person in charge will enable visitors to use indexes compiled by Dr. Poole, Mr. Fletcher, and the Cleveland public library, and with these guides, teachers and students, members of clubs and debating societies, scholars and newspaper reporters will be able to find for themselves the latest word of the best authority on their respective subjects." And by Mr. Faxon in the following: "For more than a century men have been giving to the world, in periodicals, the result of their discoveries—to be read and enjoyed by their contemporaries, but practically lost to subsequent generations." The references not only indicate the value of current periodicals but the need of indexes to them.

Subject indexes: reply to the Wilson company. A. J. Hawkes. Lib. World. 10: 427-8. My. '08.

Registration of librarians.

Discussion at a joint meeting of the Library association and the Library assistants' association. Lib. Asst. 6: 76-9. F. '08.

As a tentative scheme the Library association suggested this: "Honorary fellows would consist, as now, of 'Persons who have rendered distinguished service in promoting the objects of the Association, or whose election in the opinion of the Council will be advantageous to its interests or objects.' Fellows would consist of (1) salaried librarians of approved experience, responsible for the administration of a library system, holding office on a certain date; and (2) diplomates of the Library association. Associates would consist of (1) salaried librarians, not holding chief positions, thirty years of age and over and with not less than ten years' approved experience, holding office on a certain date; and (2) librarians holding the four technical certificates, i. e., 3-6 inclusive, and with five years' approved experience. Members would consist of (1) non-librarians (2) librarians not qualified as Fellows or Associates, and (3) institutions. Student members would consist of any persons under twenty-five years of age, not qualified as Fellows or Associates. Fellows and Associates would have the right of using the initials F. L. A. and A. L. A. respectively after their names. The rights and privileges of all classes of members would be equal."

Registration of librarians. W. G. Chambers. Lib. World. 10: 241-2. Ja. '08.

"The first step towards registration must be the formation of a professional society, which when formed should be registered under the companies acts. . . . In the articles of association a clause must be included providing for the establishment of a professional register, which register will be the membership roll of the society, and in the bye-laws the conditions of membership must be fully set out. . . . The original register will consist of (a) All librarians practising as such at the date of the foundation of the register; (b) All persons possessing the L. A. diploma, and; (c) All assistants who fulfil certain pre-determined conditions." viz. (1) "Assistants over thirty years of age with not less than ten years' approved experience; (2) Assistants under thirty but over twenty-five, with not less than three years' approved training, who hold at least four certificates of the L. A."

Rent collections. See Duplicate pay collections.

Reserve books. See Loan department.

Rest rooms.

Rest room in Storm Lake. F. F. Faville. Ia. Lib. Quar. 5: 201-2. Ja. '08.

At Storm Lake, Iowa, the trustees decided to try a rest room. "A room in the basement that could be properly heated and lighted, was set apart for this purpose. It has a separate outside entrance, and toilet and dressing rooms opening out of the main room. It also has an inside connection with the library proper. After the building was completed, the board asked the farmers of the community to furnish the room." They gladly did so and as a result the room "has a hardwood floor, with a nice rug, tables, easy chairs and a leather couch. The dressing room has lavatory, soap, towels, comb, brush and full length mirror." The room is free to farmers and their families and is also used by women who work in stores and offices. The janitor of the library takes care of it. Farmers and their wives and daughters leave their wraps and bundles in the room, when they come to town and they also eat their lunches there. If they care to read the library is open to them. "A mother with a small baby finds the Rest room almost indispensable. In fact, what was once considered a luxury to Storm Lake and vicinity seems now to be an absolute necessity."

School libraries.

Class-room libraries for public schools listed by grades to which is added a list of books suggested for school reference libraries. O. 134p. pa. 31c. '02. Buffalo public library, Buffalo, N. Y.

"The chief purpose of this catalog is to help the teacher to find the book she wants to use in her work or to recommend to her pupils. It has been arranged for grammar school work, with special attention to American history, literature and geography, nature study, holidays, etc. The catalog does not pretend to be complete or exhaustive, but gives under each subject heading some available material, including fiction and poetry."—Preface.

Growing tendency to over-emphasize the children's side. C. Matthews. Lib. J. 33: 135-8. Ap. '08.

In North Carolina the rural libraries are composed wholly of juvenile books graded up to but not beyond the seventh grade. "Why should children alone be considered? And if they alone are to be considered why should they be fed nothing but juvenile literature? It is both over-emphasis and false emphasis of the most harmful kind." These books are sent out by the department of education of North Carolina and are wholly outside the hands of trained librarians. There is a growing dissatisfaction with this state of things and rural libraries for the citizens at large are being established by private gift.

Municipal library at Cardiff and its public; children. J: Ballinger. Library. n. s. 9: 173-85. Ap. '08.

The library at Cardiff, Wales, seeing the needs of the children, tried to provide for them thru the lending library. This crowded the counter with children and threatened to drive out the adult users of the library. At that time (1896) the school board refused to provide school libraries so as a step toward the solution of the problem a conference was held with the head teachers of the public schools to discuss the using of the library as an aid to the schools. "It was agreed that every school should send to the library, once in a year, a party of forty

children . . . to receive a lesson illustrated with such books as the library then possessed. The result was that the school board and parents became advocates of the library. 1899 when a second appeal was made to school board they agreed "to defray the cost of books, bookcases, stationery, and bookbinding, the public library to find the service organization, direction, and supervision." A school library was handed over to the teachers ready for work, the teachers undertaking to send out books for home reading on one afternoon each week, registering the books as they went out and came back. All repairs and rebinding the renewal of worn-out books, an annual stock-taking, and a report on the work of the year, were undertaken by the library staff. At first "the groups were exchanged between the different schools so that each school received a fresh group yearly." But teachers complained if they received a group which had had rough usage and the majority asked to be allowed to retain the same library year after year. Accordingly the exchange plan was discontinued after five years, and each library increased to from 200 to 500 books according to the size of the school. Separate libraries were provided for the boys and girls. During the school year 1906-1907, 252,771 books were circulated. The main purpose of these libraries "is to foster a love of good reading, to keep children from pernicious literature, by supplying books well selected, and to so accustom the children to the best reading from the first they first learn to read, that they will resist the mischievous and poor stuff which would otherwise be their chief supply." Story books, fairy tales, tales of adventures, school stories and classes for boys and girls are selected for these libraries. Also there are "histories, biographies, nature books in plenty, travel, elementary books describing engines and mechanical things which boys love, books of games, and, in fact, any sound, healthy thing likely to appeal to a boy or a girl. . . . The thing the teachers have told me again and again. The children who read are easier to teach. They have a wider vocabulary, can tell things out, grasp more readily the meanings of lessons, and express themselves better both in speech and in writing." In the secondary pupil teachers' schools the libraries are planned to enable the teachers to use them as supplementary reading. "The selection therefore includes a wider range of books in history, literature (including poetry), biography, travel and geography, and the chief works of great writers of fiction, as well as popular works of science. . . . Each infant school has a group of well-illustrated books, and collections of simple fairy tales, nursery rhymes, and of literature suitable for very young children. These are read or shown to the children on one afternoon in each week. The infant school collections include the picture-books of Kate Greenaway and Randolph Caldecott; the delightful oblong books containing tales in verse by Mrs. Ewing, and coloured pictures by Andrew Lang most fascinating books for little children—selections in simple language from the Andersen fairy books, and simplified versions of Grimm and Hans Andersen, with plenty of illustrations." In some schools the books are constantly used and in others almost never. The success of the scheme depends on the teacher. Special provision has been made for the blind, and deaf and for defective children. Since the children are so well supplied with books in the schools, the school and library authorities have agreed that school children should not hold borrowing tickets from the public library except upon recommendation of the head teachers of their schools. This brings the home reading of children under the control of the teachers who know the children individually.

Public school libraries. J: E. Surratt. 28p. pa. 25c. '05. Baylor library, Waco, Texas.

literature.

ities in the selection of scientific technical books. E. A. Savage. Assn. Rec. 10: 162-74. Ap. '08.

on this article are given under the book selection.

libraries.

ing a library. F. B. Taylor. Ia. Lib. 5: 192-3. Ja. '08.

people unthinkingly assume that a library. They have not yet learned rare is a bookery. . . . Books, books, the call of the library; books intelligent, of dignified size and substantial and fresh. A literary cemetery is not a every citizen should count on putting directly into his local public library for the purchase of new books, as he taxes and subscription papers. . . . brary has not the 'Readers' Guide to Literature,' buy it at once. Ten less from each patron would probably cost. Subscribe for the current is. They enable a patron to put his finger st discussions of the most important to the latest moment. If you also Abridged Poole's index for the dates 1900, so much the better. Then end help your librarian to collect the ns indexed, or a suitable list selected n."

ines for the small library. K. I. Donald. Wis. Lib. Bull. 4: 1-9. Ja.

on this article are given under the periodicals.

er: exchange for small libraries. M. er. Neb. Lib. Bull. No. 3: 1-3.

n this article are given under the lectures.

developments in small library de- l.: W. Claude. Wis. Lib. Bull. 4: Ja. '08.

n this article are given under the buildings.

sciences of an untrained librarian. Lib. 13: 207-11. Je. '08.

orous description of the making over which had the distinction of being the the state.

library: a guide to the collection care of books. J. D. Brown. D. *75c. '07. Dutton.

the librarian of a very small li- can do for the children. F. Mor- Neb. Lib. Bull. No. 1: 3-7. F. '06.

n this article are given under the children's department.

etings.

western university library. L. Am- Lib. J. 33: 16-7. Ja. '08.

ernment prevails in the Northwestern library and has proved very satis- The subjects discussed in staff meet- determined by the needs of the work- clam and suggestion are freely given ile is that no one shall take offence.

uments.

ka publications. L. Horne. Neb. Bull. No. 4: 9-12. F. '07.

ulrements of the Nebraska laws con- ate documents are given with the law their distribution. "Just what is to d and kept by each library is a mat- must be decided as the special needs

and circumstances of the individual library may require. It is not the province of any library, no matter how large or how small, to collect indiscriminately all the miscellaneous printed matter that may be obtainable." Each library should have, however, "the report of the Board of agriculture, Horticultural society, Bureau of labor and industrial statistics, Board of public lands and buildings, Board of irrigation, Board of transportation. State historical society, Geological survey, Superintendent of public instruction, the reports and bulletins of the Agricultural experiment station and if space be not too valuable the House and Senate journals and laws." Each set should be as complete as possible. Current numbers may usually be had for the asking. Librarians should become familiar with the matter that the various publications contain and the only way to do this is by knowing the books themselves.

State libraries.

See also Traveling libraries.

New York state library in its relations to the libraries of the state. F. I. Tolman. N. Y. Libraries. 1: 68-70. A. '08.

The state library of New York is primarily a reference library but it considers the loaning of books to small libraries in the state a very important department of its work. "These loans are subject only to the same restrictions that all large libraries find necessary to impose on inter-library loans. Rare, valuable and reference books, newspapers, manuscripts, the more popular periodicals, fiction and current literature do not ordinarily circulate. All transportation charges are to be paid by the borrowing library, which becomes responsible for all damages and the safe return of the books. Ten volumes may be drawn at one time. The period of loan is two weeks, subject to a single renewal for the same period, altho in special cases a much longer period of loan may be arranged for. . . . The function of a library does not stop with furnishing books. One of its greatest functions is the furnishing of information. Often it is possible to furnish information to people in distant parts of the state where it would be impossible to lend the books containing that information. Most frequently the information desired is bibliographical, nearly as often genealogical, often it refers to some state law or the working of some state institution."

Subscription books.

Wisdom and economy of buying of subscription agents. P. B. Wright. Pub. Lib. 13: 166-7. My. '08.

Shun the subscription book agent as a rule. Of course many books published on the subscription plan should be in every library, but if the library waits awhile they may be obtained at greatly reduced prices.

Subscription libraries.

Brief note on an experiment in connection with a subscription library. S. Smith. Lib. Assn. Rec. 10: 19-23. Ja. '08.

At Sheffield, England, the difficult problem of supplying the public with the latest and best books has been partially solved by subscribing for one hundred volumes of high-class books—not fiction—for an annual payment of £35. "The books are interchangeable at any period, in any quantities, carriage paid both ways, and we have always a hundred volumes at our disposal. These are entered in a special stock-book, and a separate issue register is also kept." The library made these arrangements with W. H. Smith and Son, Ltd. "The books are available to all borrowers without distinction or favoritism, and as the borrowers' tickets can be used at any library, the books circulate just as freely among the readers at the branches as they do at the central where they are displayed

Subscription libraries—Continued.

in a special book case on the lending library counter." The plan allows of the personal inspection of books before purchase and brings to the library many citizens who are readers of high-class books. Many of the books are purchased instead of returned.

Sunday opening.

Open on Sundays. Wis. Lib. Bull. 4: 42. Mr. '08.

Two employers of labor in Beloit inaugurated the experiment of Sunday opening, sacrificing their own leisure in order that their working people might have access to the library on the only day when they could visit it. These employers considered the Sunday opening a great success.

Sunday opening in Vermont. Vermont Lib. Com. 3: 5-6. Mr. '08.

The experiment of Sunday opening has proved successful in the four libraries which report on it.

Sunday school libraries.

Reading list on the extension of the public library, with notes. News Notes of Cal. Lib. 3: 133-4. Ap. '08.

Tax for libraries.

How the rate limit affects the public libraries of the smaller towns. W: J. Willcock. Lib. Assn. Rec. 10: 153-61. Ap. '08.

"The act of 1855 provided that the library rate should not exceed one penny in the pound, and although a period of fifty-two years has passed since then, the library rate remains the same, except in a few instances where some of the richer corporations have obtained powers to levy more under special acts. . . . Of late the work of the public libraries thruout the country has spread in directions which were not even thought of twenty or thirty years ago. Now they work in conjunction with the elementary schools, administer school libraries, provide children's reading-rooms, organise lectures, either of their own or in connection with the University extension society, co-operate in many instances with the national home-reading union, and form valuable technical and special collections. All of these, it may be noted, are additions to the ordinary lending library and news-room work. In libraries where most, or all, of the above are in operation the financial resources are taxed to the utmost to make both ends meet, and to carry out efficiently the work of the library in all departments. . . . The demands upon the resources of the library are increasing daily. Yet the wherewithal to supply the demands is stationary" notwithstanding the fact that the numerous Carnegie buildings take a far larger share of the library income for their maintenance than the old buildings did. "The second danger which threatens further to curtail and cripple the progress of the public library is the liability to be rated."

Why the free library should be supported by public tax. N. Y. Libraries. 1: 84. Ap. '08.

"(1) Such a tax puts the library on the right basis as a public institution. . . . (2) The state as a whole raises money by taxation for the aid and encouragement of libraries and thus establishes the library tax as a state policy. It is an anomaly that a village should receive the aid of a state tax for its library while refusing a local tax. . . . (3) The library supported by local taxation ceases to be a charity, contributed by the few to the many, and becomes the right and property of all. . . . (4) Taxation is the easiest and fairest way to raise the needed

money. . . . (5) It adds dignity to the library and increases the respect in which it is held. . . . (6) A stated tax, yielding a known fixed income, enables the trustees to pursue consistent and stable plan for library development, such as is impossible where the income is dependent on fluctuating impulse or effect. (7) There is no village tax levied from which the people can get so large a return for so little money."

Taxation of libraries and museums.

Exemption of public libraries and museums from rates and taxes. H. W. F. Vargue. Lib. Assn. Rec. 10: 103-10. M. '08.

"The following requirements must be satisfied to entitle any building to exemption under this clause: (1) It must be the property of a literary or scientific institution, and be used solely for the purposes of such institution; (2) It must be free, i.e., no charge is to be made for any instruction; (3) It must not be occupied by an officer of the institution, nor by any person paying rent for the same."

Technical literature.

Difficulties in the selection of scientific and technical books. E. A. Savage. Lib. Assn. Rec. 10: 162-74. Ap. '08.

Notes on this article are given under heading Book selection.

Pratt institute free library; its department of technical literature. E. Stevens. il. Eng. Digest. 3: 187-8. '08.

At Pratt institute library the largest room on the main floor is reserved as a reading and reference room for people interested in engineering and the trades. "In open cases along the walls are shelved within easy reach a select library of books chosen as most recent and authoritative in their respective fields. . . . An author subject catalog of all books in the useful and related sciences in the entire library, price indexes and bibliographies are in constant use."

Terminology.

Terms and phrases used in library work. W: McGill and W: J. Phillips. Lib. World. 10: 354-60, 391-400, 429-40. M. My. '08. (cont.)

Definitions of words and phrases used in library work.

Time schedules.

Staff time sheets. W. G. Chambers. Lib. Assn. Rec. 10: 218-22. My. '08.

Mr. Chambers gives a table applicable to ordinary library of from 15,000 to 30,000 volumes, open from 9 A. M. till 10 P. M. Each of the six assistants is to work exactly for four hours per week. The chief feature of time table is the regularity of meal hours.

Training for librarianship. See Lib. training.**Transliteration.**

Russian transliteration. J: W. Greg. Nature. 78: 42-3. My. 14, '08.

A table of symbols adopted by the Imperial academy of sciences is shown and notes on them are given.

Traveling libraries.

Educational needs of hamlets. F. Hutchins. N. Y. Libraries. 1: 73-6. '08.

Mr. Hutchins shows that in small hamlets people need to be aroused to take an interest in books. He suggests making up for such

libraries—Continued.

libraries of 100 volumes each, the contain not only books interesting of readers but special groups of ks on subjects that are likely to ting, as for instance the American the group should contain fiction spy, The crisis, Hugh Wynne, etc., y and history. "With each library circular giving suggestions for the central topic by schools and soci- organization of debating societies help the community, and material questions could be sent to them.

of the work in Wisconsin. (p. Books for the people, by H: er. D. 22p. pa. gratis. '08. H: er.) Milwaukee, Wis.

years ago Melvil Dewey solved the living country people access to col- books selected by experienced and ers. His solution was this: "From administered library, groups of ly selected so as to comprise fifty mes each, were packed in suitable s, and sent to small villages, coun- uses and centrally located farm- distributed to the neighborhoods plan as books are given out from ns in cities. At the end of six books would be gathered by the pped back to the central distribut- and a fresh lot would take their ds simple and economical method these little neighborhoods would ortunity to read the best and most books without financial burden." re more than 5000 traveling libra- in twenty-two states, 600,443 7. "It must be remembered that rs after the plan was transplanted rk to other states, private contri- the only reliance for maintaining of traveling libraries. It is only st half dozen years that the dem- their usefulness prompted state o make appropriations for this pur- ble state library commissions to reat work on a liberal scale. . . . tes of the union which reported on aries last year, Wisconsin stood circulation of 122,993. Wisconsin d state to adopt this method for lesome books to people in the s was in 1895. The Free library as charge of 563 of these little li- h are sent to stations scattered all te, and are exchanged every six h group contains books of history, , biography, useful arts, and mis- erature so proportioned as to meet the average community as deter- perience. The Wisconsin commis- is to communities where there are s of foreign birth, the best litera- own tongues. In some sections of ple go ten to twenty miles at reg- to secure these books. The com- makes up study libraries for the engaged in serious study. The th English literature, art, history, own improvement, questions of the e traveling libraries in Wisconsin 2,000 persons. . . . In addition to braries, it owns libraries or groups Norwegian, Polish and Bohemian A contract has recently been en- ith the state board of control commission supplies the state pe- ritable institutions with traveling is hoped to extend this plan to y institutions as well. Each box to a station is accompanied with : for distribution."

How to secure a traveling library. (Cir- cular of information, no. 2.) 6p. pa. Wis. Free Lib. Com., Madison, Wis.

The rules apply to Wisconsin only. "The larger libraries contain about sixty books, the smaller thirty or more and are made up of the best popular books in fiction, history, travel, biography, science and literature for adults and children. The Commission also furnishes study libraries on special subjects, and besides Eng- lish books circulates German and Scandinavian libraries containing about thirty-five books each, and small groups of ten books in the Ger- man, Scandinavian, Bohemian and Polish lan- guages. The libraries are shipped in stout hinged cases and are accompanied by printed catalogs and supplies necessary for keeping rec- ords of circulation. The traveling libraries are intended for farming communities and small vil- lages not enjoying public library privileges; for towns able to support public libraries but need- ing practical illustration of the use and worth of public libraries and incentive to establish them; for villages and towns already having public libraries but with book funds insufficient for the frequent buying necessary to sustain public interest, for study clubs not having ac- cess to public libraries offering adequate serv- ice; and for public libraries having a large number of German or Scandinavian patrons."

Province of the traveling library, as a part of the state library system. G. L. Betteridge. N. Y. Libraries. 1: 70-3. Ap. '08.

In New York books are sent to "any school, library or other institution under state supervi- sion, on application of its responsible officers; any registered study club or extension center on application of the secretary and the guaranty of a real estate owner; any community without a public library, on application of five resident taxpayers; any club, grange, church, summer school, business corporation or other recorded organization needing books for reading or study, on application of the responsible officer and guaranty of a real estate owner; any household in New York not having convenient library priv- ileges is entitled to a house library of 10 vol- umes, but preference is given to rural homes; for the house library of ten volumes to be re- tained three months the fee is \$1, for the others, \$2 for 25 volumes, \$2 for fifty, or \$5 for 100 when sent in the same shipment. These libra- ries with the exception of those sent to schools and study clubs may be retained six months without extra fee. In the case of schools and clubs the time is extended, when the books are needed for a longer period."

Traveling libraries in Ontario. [Report upon public libraries, literary and sci- entific institutions, etc. of the Province of Ontario for 1907. p. 293-9.]

Prior to 1907 the Education department of On- tario supplied traveling libraries to reading camps. These were frequently sent from one camp to another without first being returned to the department. Many books were lost and it was found impossible to locate the responsibil- ity for the loss. A new ruling was made that all libraries should be returned to the depart- ment and checked over before going to a sec- ond camp. Under this system there has been no loss of books. This ruling now applies to all traveling libraries. In 1907 the legislature vot- ed \$3,000 for traveling libraries. These libra- ries are sent out in cases with moveable shelves. The cover is "hinged and fastened with a lock. When the case is open the cover forms a small table upon which the books can be examined, while all the titles are immediately exposed at a glance." There are two classes of collections, fixed and open shelf. "The fixed collection rep- resents a miniature public library suitable for

Traveling libraries—Continued.

average communities. The problem is to furnish wholesome, instructive, and readable books which the general public will read." No attempt is made to load these libraries with serious literature tho each collection contains a few good books that will set people thinking. The open shelf library is "intended to supply borrowers with books required for special purposes. . . . Experience has already demonstrated that the greatest difficulty connected with the circulation of travelling libraries arises from the apathy of the general public. The communities which need the books the worst are extremely slow in finding out the conditions under which the books can be had. Isolation has, however, its advantages as well as its disadvantages. The farmers' children, once they are provided with healthy reading, usually make greater progress than children in towns and cities."

Traveling libraries in Ontario. T. W. H. Leavitt. (p. 17-21 in Proceedings of the annual meeting of the Ontario library association, Toronto, Ap. 1907.)

Until 1907 the traveling libraries in Ontario had been sent out to lumber camps in the winter and were not used except for three months in the winter. In 1907, \$3,000 was granted for traveling library books and they are sent as long as they last to any small library that makes an application for them. In 1908 they will be sent only to libraries that show that they have made some local effort to maintain their own libraries and that send in an annual report to the Library Inspector.

Trustees.

Trustees' problems. Mrs. H. M. Towner. Ia. Lib. Quar. 5: 189-90. Ja. '08.

"The question of salaries must, of course, be largely determined by the training and experience of those employed, and depends also upon local conditions, but it is of value to the trustee to know what others are doing under similar conditions. . . . If another library of the same

size and same income is able to employ a trained librarian, a knowledge of this will often lead to a realization that money spent in this way is a good investment. Perhaps the trustees of a small library may not have realized that the efficiency of their library might be greatly increased if it could be arranged to pay enough to employ a librarian with at least summer school training, until they learned of the work being accomplished in some other library of the same size." An assistant may be needed and may be had for a small amount for part time. The trustee should know how other libraries manage this matter. The question of dividing the income between books and other expenses is important. "Opportunities for completing the files of the best periodicals should not be overlooked by the alert trustee." Right evaluation of fiction is a constant problem. The trustee should read the annotated A. L. A. Booklist and the best book reviews.

What the librarian may expect of the trustees. E. Tobitt. Neb. Lib. Bull. No. 4: 17-20. F. '07.

"Trustees should be expected, first of all, to be firmly convinced that the institution over which they have supervision is a good thing, worthy of their support and of benefit to the town. . . . Members should be selected with a view of supplementing and strengthening the board, the strongest element being the sane, well-balanced, well-educated business man. The professional man is always extremely valuable, particularly the lawyer, who will do good service on the judiciary committee, but the most important point to be considered in the make-up of the board is to have it well balanced and touching as many interests of the city as possible, with emphasis placed upon the business man." The fewer committees the better. The librarian should attend all meetings and should submit a full statistical report each month.

Workingman and the library. See Libraries, Use of, by the public.

Library Work

OCTOBER, 1908.

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The H. W. Wilson Company
MINNEAPOLIS

LIBRARY WORK

I.

OCTOBER, 1908

No. 3

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Co-operatively Printed Catalog.

Importance of the Catalog.

Problem of the catalog grows steadily important and at the same time difficult as the work of libraries becomes increasingly practical, demands more and the public more dependent on any for help in every undertaking, it be study, business or diversion. If the library building has been completed, the books selected, and the staff ready for service, then it is that the must be depended upon to bring the book to the right person; to close the door, as it were, else the expensive building will fail to produce its potentialities. The library building, complete its equipment and how competent the staff, will be an unwise investment unless a serviceable unlocks its treasures. A good catalog especially a printed one, serves to more people to the library, to increase the number who use it and to make it helpful to each user. In short, a catalog means both more patrons and better service.

It is a judge best of the catalog needs for the future if we consider briefly how progress in library work for the past decades has altered and increased the demands made upon a catalog, and has actually changed the methods of cataloging.

When the library was only a library, its catalog was required to be an inventory with the items arranged under the names of authors. As

late as 1852 when Dr. Jewett brought forward his plans for co-operative catalogs, it was proposed to make only an author catalog, altho a hope was expressed that at some time a title and subject index might be added. The evolution in library science has progressed until a library is, as Mr. Dewey puts it, a fountain and not a reservoir. The demands on the library catalog, therefore, have of necessity been changed, we might even say revolutionized. Two important changes are that a catalog must now have subject entries and that new accessions must be included as fast as they are received. Indeed the conception of the function of a library has undergone so complete a revolution and humanization that now Mr. Dana argues for immediately discarding every book that does not actually "earn its board and keep." The catalog therefore will need to contract and expand, from day to day, to take on an adaptive mutability.

Many difficulties made tedious the compiling of the old-fashioned printed catalog. Each installment of a few pages had to be printed in order to release the type for use in the next installment. By the time it was finished it was too far behind the accessions of the library to be of practical use. On account of the great cost and tedious delays, unavoidable when each library prints its own catalog, Dr. Jewett, of the Smithsonian Institution brought forward his plan for a central bureau to do the work of printing co-operatively. A description of the plan and rules for cataloging were issued. According to this plan the first library to begin would catalog all its books and each succeeding library would in turn supplement this list with those of its own books not before included. A stereotype was to be made for each title and each library would use so far as possible the stereotypes on hand at the central bureau. Commissions were appointed to consider the plans and the reports were very favorable; a difficult problem seemed to have been solved.

In 1876 an editorial in the Library Journal comments as follows:

"About once in so long articles appear in different countries rehearsing the follies of the present system of doing the same thing over again a thousand times as we libraries do in cataloging books that reach so many libraries."

In the Library Journal in 1895 a writer laments,

"There is nothing more wasteful in the whole range of duplication than incomplete and inadequate indexing."

Even so late as 1905, Mr. L. Stanley Jast says of co-operative cataloging,

"The subject is not by any means a new one. It has been written about and discussed at annual meetings of the Library Association but only in a half-hearted and academic fashion. But if the librarian is to do and do well even a part of the things which various people at the dawn of the twentieth century are telling him he should do, it behooves him to look about and ask himself not so much what work he can retain but what he can rid himself of, by availing himself of the most powerful engine in the affairs of this modern world, co-operation."

An editorial in the *Library Journal* in 1882, thirty years after Mr. Jewett formulated his co-operative plan, explains in the following words why the plan was not carried out:

"Yet the idea is so simple, the gain so obvious, the absurdity of the present practice so undeniable, that one wonders that the idea did not, when first suggested, spread like an epidemic. Unfortunately an epidemic of good sense is rare. If any attempts ever have been made to negotiate a league of this sort, they have not come to our knowledge. The fact is that as attractive as the theory is, the execution bristles with difficulties."

"It is not easy to find the libraries that want to print at the same time. It is less easy still to find those that are willing to print in the same style; and there is apt to be a vague fear lest some of the co-operative libraries may get the best of the bargain. Moreover, after the financial equality is made perfectly plain, after the jealousy of the librarian is allayed, after the reluctance of the library committee is overcome, it is still necessary to get an appropriation from the towns. That cannot always be done the first year that application is made. Suppose two towns get their appropriation and the third does not; what becomes of the co-operation? Nevertheless the thing may be done. It is only necessary that three or four wide-awake librarians having somewhat the same stock should be brought into communication by some man of enthusiasm. . . . When the experiment has once been tried and has succeeded we have no fear that imitation will be lacking."

(*Library Journal*, June, 1882, vol. VII, p. 104.)

Two things have hindered the progress of co-operative undertakings: cataloging work divided among many workers cannot be efficiently done, and business undertaken by a large number of loosely organized co-operators lacks the first essential—initiative.

A New Plan.

The operation of this new plan contemplates a "headquarters catalog" which dif-

fers from the familiar card catalog only in the fact that it preserves its information on linotype slugs instead of on paper cards. One who is accustomed to the type catalog can use it with greater facility than a card catalog and can insert and withdraw entries perhaps more rapidly than is possible with a catalog of cards. While the type catalog has all the flexibility and ease of manipulation that cards have, it has the great advantage that at any time duplicate copies may be made at a small fraction of the expense of duplicating a card catalog; and when printed, bound and delivered, the library receiving it has no expense for cabinets, or for filing; much valuable space is saved; every member of the staff and every patron of the library may have catalog of his own which he may use at his pleasure and without moving from his desk or table.

This type catalog must of course be comprehensive enough to meet the needs of all but the largest libraries. It should include all of the A. L. A., 8,000 best books those listed in the A. L. A. Book List, and all favorably noticed in the *Book Review Digest*. Every entry should give the Dewey decimal classification number and the Cutter author number, since these are in common use. If the cataloging is done by an expert and with the unusual care which a work of so exceptional importance would deserve, each librarian might safely number and arrange his books according to the numbers in the printed catalog. Analytical entries and cross references should of course be included.

Proof sheets of the complete catalog would be sent to the libraries, which they might use as a basis of book selection, and upon which they might indicate the titles which they desire to order for their own printed library catalog. When one of these checked lists is returned from a library to headquarters, the corresponding entries in the type catalog will be withdrawn, made up into pages and printed, and then returned to their proper places in the "headquarters catalog." When one catalog has been printed to the letter S another may at the same time be printing in the middle of the alphabet. In fact several catalogs for several different libraries may at the same time be in process of reprinting without hindering one another. This work could be carried on at the rate of 100 pages a day and, doubtless, if necessary, this rate could be doubled so that even a large library might be furnished a complete catalog not ten days out of date. It is possible indeed that the catalog may be "ahead of time," for if a record of books ordered but not received should be submitted by the library for printing, the catalog might easily be a few days in advance of the library's accessions.

Supplement.

A supplement to this catalog might be printed and cumulated in any manner

which a particular library might desire. It is quite feasible to print weekly cumulated supplements, cataloging the accessions of the month up-to-date; monthly cumulated supplements, cataloging accessions of the year up-to-date; and annual supplements, cumulated until a new edition of the complete catalog is required. In many libraries monthly or even quarterly cumulations would be sufficient. It would not be necessary in small libraries to print catalogs at definite periods but better always to publish a new cumulated supplement whenever ordering a considerable number of new books. The printed catalog would be supplemented as is the card catalog by the usual methods of advertising recent accessions, such as lists posted on bulletin boards and a few shelves of the latest books open to the public.

Objections to the Plan.

Many, no doubt, have very pronounced fears in regard to the practicability of this plan. First arises the question of cost. The expense would depend upon the space required for the form of entry adopted; full titles with annotations would be more expensive than short titles that serve for finding lists. Since cost would be in proportion to space, it would probably be advisable to have entries as short as possible, but containing the essential information; and such brief annotations as are worth the space. This catalog printed monthly, cumulated quarterly and annually, and with annuals cumulated every two or three years, would, it is estimated, cost during a five-year period about the same as a card catalog, from twenty-five to fifty cents a book. An entire new catalog should be printed every three or five years. While it is impossible to make exact comparison with present methods as to cost, there is no doubt that the printed catalog, supplemented, and reprinted in a manner to make it entirely acceptable, can be published at an expense not to exceed that of the card catalog. In considering the cost of the home-made catalog a part of the general expenses for rent, heat, light, stationery, typewriters, etc., should be included.

It will be objected also that prompt up-to-date service cannot be given by a printed catalog. The answer to this objection is that prompt service has already been accomplished in a trade catalog published on the dictionary plan, cumulated monthly, including about 12,000 books a year, and offering far greater difficulties in the compilation than library catalogs could possibly present. In the monthly number of this trade catalog there are few books of importance omitted which are a week off the press and the omission of the few is due solely to the fact that solicited information was not forthcoming. A considerable amount of material is added to this catalog while it is going thru the press and yet it is printed at the rate of 64 pages a day. The

evening newspaper brings us the news of the whole world complete to the time of printing. Why should not the latest book news be furnished as promptly as the news of scandals and murders?

The demands made upon the cataloging bureau should not of course be unreasonable. By checking over the March bulletins of six progressive libraries, it was found that 58% of the accessions were 1907 books, 37% were previous to 1907, and 5% were 1908 books. This seems to indicate that libraries on the whole are deliberate about selecting new books. If a wait of a year in buying a book is not serious, why should a comparatively brief delay in cataloging be altogether unendurable? Should not the good and necessary books be discovered earlier? Is it not time to put some emphasis on prompt selection in order that a book may be sent upon its mission before it is out of date?

Another objection is found in the fact that the principal catalog will have from one to three supplements which the public will have difficulty in learning to use. Perhaps this can be demonstrated only by actual test. There has never perhaps been an opportunity to use such a system as is here outlined and the fact that the public has in the past avoided printed catalogs, which were too often merely fragments or the exponents of some scholarly but complicated classification scheme, is not a proof that a catalog, complete and up-to-date and simple, will not be enjoyed by the public even if in three or four alphabets. It is also some compensating advantage that the books of the year, being in a separate alphabet, may be more easily found by one who is looking for the latest publications. If on each table is a full set of catalogs properly labeled, it is difficult to understand how any one intelligent enough to use a library at all could fail to find what he wants. To any one consulting a catalog for the first time the printed catalog would surely be the more easily understood and used. A great advantage is that every member of the staff, every member of the board, the librarian of every branch and delivery station, every teacher and every person having use for it may have a catalog of the library and may use the library without having like Mohammed to go to the mountain.

An objection often made to co-operative work is so well answered in "New York Libraries" that I quote from it.

"In a paper presented at the last annual meeting of the English Library Association and recently printed in the Library Association Record, much concern is expressed by the writer lest 'the development of co-operative cataloging, the adoption of common schemes of mechanical methods, the use of special guides to book selection and a uniform scheme of classification . . . may conduce to the suppression of the individuality and personality of the librarian.' If present tendencies are to con-

tinue, he sees a time in the not distant future when everything in the library will be run by machinery, and the librarian will become merely an unimportant part of that machinery. Such 'a bibliothecal utopia' presents to his mind a dreary and barren prospect, and all movements toward it are to him a sign not of progress but of decay." The objection thus voiced is not a new one. It is one that the advocates of co-operative schemes and uniform methods have had to meet from the beginning of the modern library movement, and to it they make the one uniform and uncompromising answer that improved machinery and co-operative efforts mean, not the suppression of the librarian, but his liberation from the dull routine of mechanical duties and the setting him free to do his true work. Every aid in cataloging, classifying, book selecting, and planning of buildings that is supplied by co-operative efforts means just so much time and energy saved to the librarian for realizing his individuality or personality, and it is in fact because of this, rather than because of the peculiar excellence of machine methods, that the modern library movement has won its great success."

After all is the library catalog, that is paid for and used by the public, the proper place in which to "express individuality and personality," terms which too frequently signify nothing more than personal bias? Each housewife may be justified in wanting to express her individuality in the plans for her own home, but there is no reason why a public library should have anybody's individuality expressed in the selection and cataloging of its books; better to have a standard selection and standard administration.

Mr. John S. Billings, at the Magnolia Conference in 1902, spoke as follows on the subject: (Library Journal C. 1902—p. 4.)

"It is probable that the co-operative cataloging now under way would be much facilitated, and a considerable saving to individual libraries effected, if one small committee of experts selected all the books to be purchased for each and every library. These books could then be cataloged, with annotations on the most elaborate plan, classed, marked and delivered to the several libraries, when, of course, they would go on open shelves and be advertised by co-operative short lists. The libraries could discharge most of their catalogers and experts. One half the money now used for salaries could be devoted to buying books."

Experience shows however that the introduction of improved methods in any enterprise does not reduce the number of workers required, but rather so increased the volume of business that a larger staff is needed.

The Card Catalog—Its Difficulties.

There is a growing realization of the shortcomings of the card catalog. The

prediction of Dr. Garnett that "card catalogs, tho very suitable for small libraries must ultimately break down on their own weight in large collections" is coming to be the opinion of an increasing number of librarians.

One serious disadvantage of the card catalog is the difficulty of making changes. A catalog to be kept up-to-date requires something more than mere additions. As a library increases in size many subjects in the catalog will require subdivision; as one particular phase of a subject comes to be of especial interest the entries relating to it will need to be withdrawn and given another place in the alphabet under a new heading; the subject headings themselves will change meaning or become obsolete and will have to be replaced by new ones, as each new edition of the A. L. A. List of Subject Headings testifies. The waste of time in making these changes in many catalogs instead of one, that is the type catalog, needs no comment; but that waste, however, does not by any means comprise all the extravagance. To change a long list of cards from the out-of-date heading "Political economy" to the new term "Economics" will require that the new heading be written on each of these cards and the old headings crossed out thus marring the cards and causing a possible confusion. In the type catalog a single linotype line is substituted for an old one, a block of metal is transferred and the change made without disturbing anyone.

A Practical Beginning.

Remembering the maxim, "divide and conquer," The H. W. Wilson Company has decided to make a thoro test of this co-operative plan for catalog making. A catalog for the children's department and a fiction list are to be used for demonstration and both of these are now in preparation. The first step in this experiment was to secure two copies each of the best selected lists available, and a few good library catalogs; these were cut up and pasted on cards so that all clippings referring to the same book would appear on one card. The cards show at a glance what recommendations a book may have, in which catalogs it appears, and the classification given to it. The cataloger has the advantage of advice, as it were, from a number of authorities, and the result, it is believed, will prove to be a very satisfactory catalog. Librarians will not, however, be without a voice in this work. Headings may be changed and improvements made in the "headquarters catalog" at any time and each subsequent catalog printed therefrom will have been automatically corrected without causing inconvenience to any co-operating library. In fact such changes may not even be noticed since of course a cross reference always remains to tell the whereabouts of any departed subject. In this form of catalog it may be truly said, "It is never too late to mend."

Juvenile Department has been as a field for demonstration because children's libraries approach more a uniform standard. Children are fed with the best literature of all while their elders, caught by the of yellow advertising, insist on reading the modern ephemeras. Many child departments are without any form catalog and some libraries that have a catalog feel the need of a printed catalog to facilitate their work with schools.

same plan is to be carried out in notated catalog of about 2,500 selected books of fiction. The selected list seems to be gaining in favor over the complete list that includes many that have fortunately died during the last generation, and which Mr. Dana have long since buried. This "head-start catalog" of selected fiction may be the basis of a further selection by a library that wishes a printed list either of its fiction or of those books, which, in the opinion of the librarian, may be circulated for the greatest public good. In this catalog is designed to further the adding of good books and to discourage the active circulation of the poor ones.

It is possible to make these two catalogs successful, then the plan will be decided to meet the needs of the small libraries and later, if support warrants, the libraries will also be provided for. When the A. L. A. Catalog of 8,000 best was published, it was hoped that in addition to being a list of recommended books, it might have value in small libraries as a printed catalog. This hope has not been realized because it was issued in only

one size and has not been supplemented. If a new library had not been able to purchase the 8,000 books and had then been supplied with a cumulated supplement containing the accessions of the library, it would, unquestionably have been well provided for. Such a provision is contemplated in the plan just outlined.

To sum up, the present plan offers a printed catalog either in addition to or in place of the card catalog. It offers a flexible headquarters catalog in type, made new and down to date every day, from which libraries may have their own catalogs printed—catalogs which shall contain of course only the books in their own collection. The cost of 100 copies of a well cumulated series is to be about the same as one copy of the present card catalog basis. These figures are based on an experience of ten years in printing cumulated catalogs.

The whole plan will seem to many entirely visionary. But what achievement in the way of real progress has ever escaped this objection when first presented as a possibility. After the first step is taken in a new enterprise, many a difficulty is circumvented which seemed at first an impassable obstacle, those who have least faith in the undertaking when it is begun are often the ones who aid most in furthering its completion; those who object most strongly are often the first to turn about and answer their own objections, helping to carry to a successful issue the visionary plan.

The dream of yesterday becomes the possibility of today and the realization of tomorrow.

H. W. WILSON

Periodicals Included

- A. L. A. Bull.—American Library Association Bulletin, 34 Newbury St., Boston.
- Conn. Pub. Lib. Doc.—Connecticut Public Library Document, Public Library Committee, Hartford, Conn.
- Ia. Lib. Q.—Iowa Library Quarterly, Iowa State Library Commission, Des Moines, Ia.
- Library, n.s.—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.
- Lib. Asst.—Library Assistant. 3s. Hugh Smith, Bishopsgate Institute, London, E. C.
- Lib. Assn. Rec.—Library Association Record. Single numbers, *2s. Whitcomb House, Whitcomb St., Pall Mall East, London, S. W.
- Lib. J.—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. Occurrent.—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.
- Lib. Work.—Library Work. 50c. The H. W. Wilson Company, Minneapolis, Minn.
- Lib. World.—Library World. 6s. 6d. Library Supply Co., 181 Victoria St., London.
- Minn. Pub. Lib. Com. Notes.—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.
- Neb. Lib. Bull.—Nebraska Library Bulletin. Nebraska Public Library Commission, Lincoln, Neb.
- N. Y. Libraries.—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- News Notes of Cal. Lib.—News Notes of California Libraries, California State Library, Sacramento, Cal.
- Ohio State Lib. Bull.—Ohio State Library Monthly Bulletin, Columbus, Ohio.
- Pub. Lib.—Public Libraries. \$1. Library Bureau, 156 Wabash Ave., Chicago.
- Vermont Lib. Com. Bull.—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wash. Lib. Bull.—Washington Library Association Bulletin, State Library, Olympia, Wash.
- Wis. Lib. Bull.—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.
- Zentralblatt für Bibliothekswesen.—Zentralblatt für Bibliothekswesen. M. 15. Otto Harrassowitz, Leipzig.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current

Library Literature

July to September, 1908

shelves.

ing the taste of casual readers. I. berg. Pub. Lib. 13: 294-9. O. '08. rand Rapids, Mich., public library one rest and pleasantest rooms "has been r the open shelves. Here are kept books, most of them selected. Sta- 1906 show that this room controlled of the entire circulation for the year. 7 this percentage increased to more third. One case capable of holding is given to the late fiction, that is, he past three or four years. Another apacity contains the new books other n. A third is for bound magazines. s for the rental collection. One case d for German and Holland books, r Polish and Scandinavian. The in- that all classes shall be able to choose lves should they care to do so. Aside the books in this room are selected of them changed from time to time. r the subject of current interest may ks in the library pertaining to it are rth and exhibited in this room ap- labeled. . . . During the library 1906-7, the literature on 70 different as placed on these open shelves. . . . it collection on any one subject was bject being vacation literature. This ide books and travels in many coun- th-r with books on hunting, fishing, sailing, etc. . . . About 150 books ic literature ranging from Euripides and Maeterlinck were tried. These out two months and during that time mas circulated almost as freely as hen New Zealand lost her great min- ard Seddon, 12 books on that country. Of these seven were taken promptly. e latest little eruption in Cuba, we t 20 books, historical and descriptive, ag-suffering island, of which 15 were The same month a dozen books on nt on these shelves only long enough n off again, so quickly did the boys . . . There was a long course of lec- astronomy last winter. Sixty books d before the people. At the end of the 14 were left to put away, whie many returned to their places and taken sev- . . . The 81 volumes of the Interna- ary of technology are kept in the room permanently for the benefit of work at trades, arts and crafts and ppreciated. Every book has been out ce; only five but once; six, five times; times; nine, eight times; and of the from eight to 16 different persons each separate volume. We have had than one year. By familiarizing the en and artisans with the value of al they do make use of the library dvantage and advancement in their es of work."

access versus indicators. Lib. 1. 11: 101-3. S. '08.

shelves. E. S. Wilcox. Pub. Lib. 4-6. Jl. '08.

ults of the open-shelf system are

shown to-day, after twelve years of experience, in redoubled losses by theft and mutilation. This seems to be encouraging theft and should not be allowed in an educational institution like the public library. Peoria, Ill., has used the following plan instead of the open shelf system: "With a present library of 100,000 v. and a stack room capacity for 200,000 we keep our books in a carefully classified order on the shelves in the stack room immediately behind the long delivery counter. On this counter you will find a few, some 40 or 50, of the late novels, books that are skimmed today and skimmed milk tomorrow, but if you want a really good novel or any of the classified books it is back in its proper place in the stack room and our assistants will hand it to you in a minute, or, according to tests made, at the rate of three a minute on an average. In an open case adjoining our delivery counter, immediately under the eye of all our assistants, we keep some 600 v. of the latest works in the different classes— theology, philosophy, history, biography, science, travel. This much we yield to the open shelf idea and it satisfies our people. Of course we have thieves too like other folks, but we acknowledge it before the event. In ample cases around our reading room are 18 different sets of cyclopedias, and dictionaries and many large works of reference. In our closed children's room at the far end of our reading room, entering and leaving by a single wicket, we have some 6,000 v. of juvenile literature of all classes and all accessible on open shelves, under the watchful guardianship of an experienced children's librarian. This I approve of. . . . But in addition to this if any person whatever wishes to gratify his curiosity by a sight of what we have behind those walls in our stack room, he is at once shown thru the whole wilderness of books, and if he is pursuing some special object and wishes to spend some time in his chosen department we cheerfully bring him of our best, or we give him a chair and table by his books and leave him by himself. One visit satisfies his curiosity and after that he finds himself much better served . . . by the attendants."

Open shelves and book losses. Lib. J. 33: 275. Jl. '08.

Open shelves for university libraries. E. C. Richardson. Pub. Lib. 13: 241-3. Jl. '08.

"The problem of open shelves for the university library is not so much a question of whether there shall be open shelves as the question whether there need be any closed shelves. The policy of having no shelves open to anybody is now dead, if it ever was alive; the policy of at least having some shelves open to all and all shelves open to some is generally adopted; the question of having all shelves free to all is the only open question. . . . It is realized in these days that the handling of many books is an important part of polite education and how to manage it best is the problem. In the smaller libraries the undergraduate is often given the free run of the whole collection save a few rarities and kept books. With a dozen professors, a hundred or two students and ten or 15,000 books, the problem is simple enough,

Access to shelves—Continued.

but with two or 3,000 students, two or 300 professors and half a million of books the problem becomes more complex. To give three or 4,000 people literally free range of half a million books, close stacked, seems impossible. Crowding of persons, confusion of books and general pandemonium appear the inevitable consequence, and so it is under old-fashioned conditions, but under modern methods it becomes if not literally at least substantially possible. . . . It is found by experience that what student and professor alike want is, in nine times out of ten, not so much access to the best collection of books as access to a collection of best books. With adequate provision of such select libraries it is likely that 90 per cent of all open-shelf work will be done in these libraries. This means that only one out of the ten of the users need go to the stacks at all, and it is thus quite possible to provide without crowding that every reader shall have access to all the books that he wants. . . . This differentiation into stack collections and collections of books for special purposes is the actual line of evolution in the university library today, but the point at which development is least is in the matter of best books for undergraduate reading. The tendency has been in university as in public libraries to have in the reading room or reference room only the strictly non-circulating reference books. There has, however, of late, been a great expansion by including temporary selections of books for special courses or for essays and debates. This has been still further added to by the open book shelves with selection of newest books for reading. . . . Of course this differentiation in the university library is a troublesome and expensive matter. . . . But when all has been said and notwithstanding all the labor involved it is worth while. Not only does it relieve congestion and make it possible for all men to go to all the books they need to use whenever they need, but we realize nowadays how much education in books depends on suggestion from environment. The reference books that the average man uses and learns how to use are those that he finds about him and the books that he reads are likewise those that happen to fall under his attention rather than those which he systematically studies up for. To set out before a man, therefore, a select collection of books which he may handle is to do more for his education than any amount of instruction in what and how to read."

Administration.

Central control of libraries and its advantages. J. F. Hogg. *Lib. Asst.* 6: 131-5. Je. '08.

Essentials in library administration; comp. by L. E. Stearns. (Library handbook, no. 1.) D. 103p. pa. 15c. '05. A. L. A.

This handbook is addressed primarily to untrained librarians and to library trustees. An index to the contents is a useful feature.

American library association.

Constitution. *Lib. J.* 33: 321-5. Ag. '08.

Suggestion for the A. L. A. convention registering topics in which members are especially interested. G. W. Lee. *Pub. Lib.* 13: 305-6. O. '08.

B**Bibliography.**

Bibliography of bibliography. J. Warner. Croydon Crank. 1: 22-4. Ap. '08.

"To the reference library assistant bibliographies are of value principally in the case of obscure topics on which the library possesses no special literature. On more general subjects—assuming that the library is scientifically classified—the assistant will be able to satisfy

the wants of an enquirer from the library catalog; and from the same source if the cataloging system is an advanced one, he will be able to see at a glance what bibliographies the library possesses on a given subject. For the latter purpose in libraries where the catalog is on cards, colored cards can be used to indicate books containing bibliographies. As a general rule, minor topics, however obscure, will be found treated as sub-divisions of some larger subject, and it is in this respect that the bibliography offers valuable opportunities for detailed analytical and cross reference work, which can only be carried out to a very limited extent in the library catalog."

Need of a scientific bibliography of incunabula. F. Weitenkamp. *Lib. J.* 33: 358. S. '08.

Support of bibliographical undertakings. *Lib. Work.* 2: 107. Jl. '08.

"The library with a few good books and magazines and the proper tools to care for its material and make it accessible to its patrons is rendering a far more economical and efficient service to the community than one with greater resources which are only half used because the proper tools are lacking. . . . If every library in this country would devote one per cent of its income to the support of co-operatively made bibliographies there would be absolutely no lack of good indexes for every kind of library and in every department. The total library income per year may be conservatively estimated at \$15,000,000. At one per cent, this would make an annual provision of \$150,000, enough to supply every library with all the bibliographical help needed."

Binding and repairing.

Binding. (In Fifty-first annual report of the Wilmington Institute free lib. 1907-8. p. 25-7.) O. 36p. pa. Wilmington Institute free lib.

"In March, 1905, the library bought a number of books in the Chivers patent binding. Since then these books have been freely bought whenever it has been impossible to secure them secondhand. . . . Up to the present time only four have been withdrawn from circulation. Two of these were mutilated and withdrawn before they were worn out, and the other two became so dirty that they were withdrawn before they were actually worn out. . . . Several publishers have been induced to issue certain books in an edition especially bound for library use. The library has in every case purchased copies of these books and has put them into circulation together with those regularly bound. The actual cost of the special edition is ten cents a volume more than the regular edition, but we believe that the money is well invested because the books in the special edition last much longer than the regular edition and are always available at the times when they are most wanted."

Books prepared by different publishers in reinforced bindings for exhibition at the Lake Minnetonka conference. *Lib. J.* 33: 325. Ag. '08.

The list price for each book is given, also the extra cost of reinforced binding.

Machine book-sewing with remarks on publishers' binding. G. A. Stephen. *Lib. Assn. Rec.* 10: 261-80. Je. '08.

The various processes of machine book-sewing are described and illustrated. Hand-sewing is however more satisfactory and the writer advises it for library books requiring rebinding. Two plans are suggested for securing better bindings for the library. (1) The books may be procured in sheets from the publishers and then bound according to the requirements of the library. (2) The publishers may be induced to issue special library editions bound according to certain specifications. The A. L. A. committee on bookbinding has already done good work

and repairing—Continued.

is line. The committee submitted to a of publishers specifications for binding, with the number of copies wanted by us libraries. In no case where the published with the specifications did the st exceed ten cents a volume. It was d that books so bound "would circulate seventy times, so that the extra cost is n compensated by the increased life of ing."

rn bookbinding. A. Hughmark. In- l Printer. 34-8. Ap. '05-F. '07.

on materials for library book- ling. G: A. Stephen. Lib. Asst. 5: 6, 162-4. Ag-S. '06; Lib. Work. 1: . Mr. '07.

are wide discrepancies of opinion librarians and others as to the suit- of the various materials employed for ing of public library books. Hard and s cannot be laid down as to whi h must be adapted for the several classes of When properly tanned and prepared makes the best of all bindings. The be used depends upon the amount of ook is to receive. Where books are in demand morocco and pigskin is good. alf or morocco is a durable binding for hat will be circulated for a few ly. Buckram "will be found a durable for books that are not frequently han- ing a vegetable product, it is not sub- hose agencies that have a detrimental e leather. It should not be used for great demand, as the warp and wett and other textile materials does not nstant friction. Cloth is a fairly dur- eterial and well suited for books and s not often asked for, and if used for ks will outlast some of those bound in eathers. Books published when cloth employed are still to be found in good ..

mentary journals of Ireland. E: ivan. il. Country Life (London). 313-6. S. 5, '08.

ulic record office of Ireland at the rts. Dublin, contains "one of the most le series of magnificently bound books nce to-day." The set consists of 119 of large folio size. They were bound by nders from time to time during the ivered by the transactions, viz., "from 300; and they may therefore be regard- esenting an accurate historical picture ic bookbinding of the most elaborate eland thru nearly two centuries. . . . all cased in the finest morocco, gener- in color, the great majority of them lid with an almost lavish magnificence ornamentation and inlaid color. Yet, he series is, there is no instance of a eing repeated except in the few rare ere the Journal for the year was too e bound in a single volume. . . . ety of the designs is little less than ng, and tho they at times suggest ons of contemporary work done in untries, the details are invariably ized by that unmistakable something n experienced eye, at once different- n from the decorative products of any tionality. . . . Who the actual ind- ere from whose hands this magnificent anated is a thing that will probably n known with certainty. There is no i in any one volume of the name of signer or finisher. . . . It is a curious n attempt was ever made to put any- re than plain bindings upon the origi- nals of the English parliament, great ortunities were of doing what was done d . . . There was, however, no wild ne connected with the payments made splendid bindings, the most elabo- ate em being charged for at the modest £6 a volume."

Practical bookbinding. W. B. Pearce. O. 132p. *1s. '08. Percival Marshall & co., Lond.

What a librarian should know about bind- ing. E. Tobitt. Ia. Lib. Q. 5: 18-21. Ap. '05.

"The chief gain to a librarian in having some knowledge of binding is that she may intelli- gently secure bids on binding, know what to expect of the binder and whether the work when done is of a satisfactory character. . . . The librarian should watch the books closely and remove from the shelves those which are too badly worn to remain in circulation. She should have a sufficient knowledge of the de- tails of the subject to be able to discriminate in the selection of books to be rebound. . . . Books for rebinding should be examined for leaves and sections that are missing, and to see if the books are really worth the binding, as it is often possible to buy a new copy of an inexpensive book for less than the cost of re- binding. The periodicals to be bound should be carefully examined, and tied in volumes with index and title page. . . . In selecting a ma- terial for the outside cover let durability be the first requisite. Art canvas or vellum in various colors has proved to be very durable for the general circulating books. It can be more rap- idly handled and worked by the binder than leather and so makes a cheaper binding. Vari- ety of color can be easily secured in greens, browns, etc. The selection of leather for bind- ing is a difficult task; it is certainly important to place your work with a binder who will fur- nish reliable material, for examination can scarcely reveal its wearing qualities, tho if pos- sible first see the material which is to be used for the outside cover." The two most practical books on the subject of binding are "J. W. Zaehndorf's Art of Bookbinding and Douglas Cockereli's Bookbinding and the care of books; these are both good books for a library to own. Read these and re-read them."

What exhibitions can do. J: C. Dana. il. Printing Art. 11: 215-24. Je. '08.

Notes on this article are given under the leading Exhibits of libraries.

Blind.

Embossed types for the blind. il. News Notes of Cal. Lib. 1: 290-6. O. '06.

A description is given of the various types used in printing books for the blind.

Ziegler magazine for the blind. News Notes of Cal. Lib. 1: 399-401. N. '06.

An account is given of the founding of the Ziegler magazine for the blind.

Book buying.

Book buying for a small children's room. C. Burnite. Ohio State Lib. Bull. 3: 1-2. Ja. '08.

"Set aside a definite proportion of the book fund for children's books, otherwise the de- mands of the adults for certain books will crowd out the needs of the children. This proportion should be, in ordinary circumstances, not more than one-fourth of the total fund, and probably not less than one-fifth. . . . Aim to have your books average sixty cents each (actual cost). This does not mean that no book cost- ing more than \$1.00 list should be bought, but that care should be taken to buy inexpensive editions as often as possible, in order that a few well illustrated books may be bought. . . . Build up your children's collection from two sides, the school side and the cultural side. . . . For the sake of discount, buy all the chil- dren's books for the year at one time, reserv- ing a few dollars for emergency needs. By placing this order in the early spring there is ample time to get the books cataloged before the heavier work of the winter. . . . Buy a few beautiful editions of books which are ac- knowledged to be classic (such as the Wonder

Book buying—Continued.

book with the Crane illustrations), and if the book fund is very small, keep these for room use and use cheaper editions for circulation. Buy the Crane, Caldecott and Greenaway picture books and keep them for room use. Buy for circulation the inexpensive little readers given in the lists mentioned. Study the catalogs of second-hand dealers who offer new books at a special discount. Where titles desired can be bought this way the discount is larger than a book seller's. In buying this way the cost of transportation must be included which may make the actual cost more instead of less than the usual price. Always specify editions and do not buy from publisher's lists which do not specify editions."

Check on the book fund. T: W: Huck.
Lib. World. 11: 116-8. S. '08.

Mr. Huck describes the check on the book-buying fund used in his library. "All books are entered into a suggestion book, whether proposed by the librarian, individual members of the committee or borrowers. After the meeting of the books committee particulars of all books approved are entered into the 'books fund check-book.' This check-book gives in a concise tabular form the amount of expenditure on books approved, also the actual payments with and without sanction of the general committee, and the total payments. With these tables before them, it is practically impossible for the committee to spend more than is judicious." The "books committee, in considering a book, decide whether it is to be bought new or second-hand, and fix a price for second-hand books. . . . If it is found impossible to procure a book at the fixed price within a reasonable time, or if the demand for a book is felt before it has been reduced (in the case of recent fiction for instance), such a book is submitted to the committee for reconsideration. An alphabetical index of books wanted, with the prices allowed, is also kept."

Book prices.

Copyright protection does not cover price protection. Lib. J. 33: 230. Je. '08.

Net book question. Lib. World. 11: 91-2. S. '08.

Book selection.

See also Book buying.

Author from the librarian's standpoint. L. I. Pleasants. Wis. Lib. Bull. 4: 48-9. Je. '08.

"The responsibility of selecting and rejecting should be thrown not upon the librarian, who sometimes is incompetent to decide and often is subjected to pressure from her public to buy against her better judgment that for which there is a passing demand, but upon those who print the books, that there may be no poison at the fountain head to filter thru the streams. We have our pure-food laws which protect us from physical injury; why not work for that more important legislation which affects the mind and soul? In France, I believe, a book has to reach a certain standard of literary merit in order to be crowned by the academy. Is it unreasonable to hope that at some time in the future the library interests of our country will be strong enough to demand the establishment of some such tribunal which in addition to judging literary merit, will set the seal of its approval upon no work that is debasing?"

Books on India and Indian periodicals. J. T. Sunderland. Lib. J. 33: 229-30. Je. '08.

A list is given of late books which furnish accurate and reliable information concerning modern India.

Directing the taste of casual readers. I. Rosenberg. Pub. Lib. 13: 294-9. O. '08.
Purchase the best authors in substantial at-

tractive editions and they will surely be read. The works of Jane Austen in a poor binding were almost untouched, but an edition in large excellent type had a large circulation.

Exclusion of bad books from libraries.
Lib. J. 33: 347-8. S. '08.

The librarian must needs exercise some judgment in the selection of books to be purchased, and he should be guided by broad principles, not by individual prejudices or idiosyncrasies. It is his business to see that mental poison is not distributed thru the library. If there are any objectionable books in the library it is best to segregate them by keeping them in a special collection or under lock and key. Above all do not "advertise particular books by calling attention unnecessarily to their obnoxious qualities." The public sentiment of librarians should be brought to bear upon publishers of unwholesome books. They should understand that "an objectionable book with their imprint opens other books on their list to suspicion. . . . Of course there are publishers, especially minor ones who truckle to the unfortunate demand for bad books and are willing to rival each other in this direction. It is easy to avoid their books, and these should be banished definitely from the shelves."

Librarian as a censor. A. E. Bostwick.
Lib. J. 33: 257-64. Jl. '08.

"We may exclude a book because it lacks goodness, truth or beauty. We may thus reject it on one or more of the three following grounds: badness—that is, undesirable moral teaching or effect; falsity—that is, mistakes, errors or misstatements of fact; and ugliness—matter or manner offensive to our sense of beauty, fitness or decency. . . . The librarian needs no adviser to tell him whether or not a book is immoral or indecent, but he cannot so easily ascertain whether the statements in a work on history, science or travel are accurate. . . . Some things he should and does know; he is able to tell whether the subject matter is presented in such a way as to be of value to his readers; he can tell whether the simple and better known facts of history and science are correctly stated; he is often an authority in one more subjects in which he is competent to advise as an expert; but only the ideal person, sometimes described but never yet incarnate, can qualify simultaneously as an expert in a branches of science, philosophy, art and literature. The librarian must have expert advisers. . . . And competent advisers exist in almost every place. The local clergy on questions of religion, and often on others, too the school principal on history and economics the organist on music, the village doctor on science—some such men will always be found able and glad to give advice on these subjects on some others." Distinction must be made between badness and mere ugliness. "Badness depends on immutable laws, while ugliness is a matter of convention. . . . If a book is really bad—if it teaches that evil is good or that it makes no difference, it ought to be rejected uncompromisingly. . . . But if it is morally unobjectionable and yet contains that which is improper or indecent, it is then proper to inquire whether the degree and kind of this indecency is such as to condemn it, particularly taking into account the condition, the intelligence and the age of those who would be likely to read it, and also the time and the readers for whom, if it is an old book, its author originally wrote it."

Library membership as a civic force. A. C. Moore. Lib. J. 33: 260-74. Jl.: Same cond. Pub. Lib. 13: 264-6. Jl. '08.

Notes on this article are given under the heading Children's department.

Notes on children's books. Lib. Occurrent, No. 12: 1-3. Jl. '08.

Notes on this article are given under the heading Children's reading.

selection—Continued.

principles of selection in purchasing books for school libraries. E: L. Parmenter. (In annual report state board of lib. Com., Mich., 1907. p. 139-43.)

be entitled to admission to a school library a book should pass three tests: First, is it interesting? No matter how good it may be, does not appeal to the child's interest, it will not be read and so will be worthless. Second, is it helpful? With so great need of the development of all sides of his composition, and with such a vast number of books, to select one that is not in some helpful way to offer a stone to the child who struggles for bread. Third, is it standard? In other words, is it recognized as worthy by those who are best qualified to form an opinion about it? While a large acquaintance with books for children is an important qualification for the librarian, it is plainly impossible for her to be constantly increasing number and to be so well acquainted with them as to enter to answer these three questions about every book. But fortunately we now have specialists in children's books, trained librarians who devote their time exclusively to the department of library work. It is the duty of these to become intimately acquainted with the best books published for children, and to test and correct their own selections by getting the judgment of other librarians and of teachers, parents, and the children themselves. And thus have been built up recommended lists of greater or less authority.

The following are the main points to be considered in ordering books for the school library.

1st. Select from a recommended list of recognized authority. 2nd. Get the judgment of some competent person as to which are the best of the books on this list. 3rd. Ascertain the proportion already in the library for different grades of pupils and in the different departments of literature. 4th. Establish and maintain a balance between the groups in the world classification. 5th. Consider the cost of each book in proportion as the money available is limited. 6th. Re-order books that become worn out, and if desirable, buy alternate copies. 7th. Select the masterpieces of authors, not complete sets of his works. Do not pay retail prices."

ding ripe books. Ia. Lib. Q. 5: 47-8. L. '05.

When the American publisher's association adopted the net price rule, refusing to supply booksellers who sold at less than the list price, the libraries found their cherished discounts curtailed and their book bills increased, as claimed, from ten to thirty per cent. Libraries struck. A committee on book prices appointed by the American library association acted as walking delegates, so to speak, upon their advice, the libraries bought as few books as possible. They purchased second-hand books; they took advantage of the right of importing duty free and got books from England at 20 to 50 per cent less than the cost of the same books in this country; they leased their sets of standard novels instead of buying new ones; they bound their periodicals; they bought more technical books than fiction. . . . Now that the libraries are tempting less than ever the impossible of giving everybody the same new book, they are doing excellent work in getting the old read. . . . The libraries are several years behind the stores in time, but they are in quality. The books that are being read are better than the books that are being sold. The classic novels stand in unbroken continuity in every gentleman's library; in the public library they are read and worn out and re-bought again and again."

reference books for the small library. M. Wyer. Ia. Lib. Q. 5: 205-7. Ap. '08. s. on this subject, are given under the heading Reference books.

Selecting books for children. E. Lyman.

Ia. Lib. Q. 5: 208-9. Ap. '08.

"The purchase of books for the children's room is to be made on an entirely different basis from that employed, perhaps, in the main library. We have tastes to train. We are under no obligation to buy the new books. All literature is new to children and it is impossible to test the value of a book for a child unless there has been time for it to ripen or decay. It is far better to have a few well chosen titles and plenty of duplicates than to cover a large number of titles with one copy of each. There is a high tide for the usefulness of every book; should that slip by with a child when he most desires it, because there are not copies enough to go round, the impression of the book will likely be less deep and lasting when he reads it later."

Valuable aids in juvenile book selection.

C. E. Scott. Lib. Occurrent, No. 12: 8. Jl. '08.

What shall libraries do about bad books; symposium. Lib. J. 33: 349-54. S. '08.

"The subject of book selection is recognized as one of first importance in library administration, and the principles guiding selection become more complicated and difficult of determination in the present day of promiscuous publication, when so large a proportion of literature of immoral or unwholesome character is widely sold and advertised and is in demand by the public." The symposium gives "brief statements contributed from eight libraries intended to show the librarian's standpoint with regard to his responsibility in and method of handling books of this character. Contributors were asked to give rules for exclusion of such books, the treatment accorded them in their libraries and suggestions in respect to their treatment outside of libraries, as by bookstores or in the press, considering especially the protection of the public." The New York library purchases no books unfit for general circulation. Of course certain literary masterpieces cannot well be excluded but their circulation is so watched "that they do not fall into the hands of those who might read them for unworthy purposes." Some of the best guides in book selection are: "the previous reputation of the author, as shown in the books he has already written; the fiction lists of the publisher; the comments of literary reviews; the actual reading of the book by semi-official readers employed by the library; and finally, the personal judgment of the librarian," two of course there are difficulties to be encountered in all these methods. "If a book contains great moral, literary, or scientific value it should be placed on the library shelves, but so kept that it would not be possible for it to fall into the hands of all classes of persons indiscriminately. Examples of this class are some of the books of Tolstol and Havelock Ellis. In other words, a certain amount of discrimination and restriction in the use of certain books is desirable and necessary."

Book wagons.

Book wagon. (In Fifth annual report of Washington co. free lib., Hagerstown, Md., 1905-6. p. 7-8.) Q. 23p. pa. Washington co. free lib.

"A second year's test of the book wagon has demonstrated the fact that as yet no better way of reaching the remoter portions of the county could be devised. Sixteen routes through various parts of the country have been laid out, and forty trips have been made by the wagon over these routes during the year, so that each section has been visited very nearly three times, or, in other words, the wagon has covered the ground about every four months. Once in three months would have been a more desirable average, but the expense has been a consideration, and also the fact that it has been impossible to oftener find a competent understudy to undertake the duties of Mr. Thomas at the central library. 2768 books have been

Book wagons—Continued.

circulated this year, more than double the number sent out in this way last year. Mr. Thomas reports an increase of interest in every section; often when he goes back over a route, he finds that new borrowers have left a message with old ones, asking him to call. Often where parents do not wish for books themselves, they are anxious that their children should have them, and the number of juvenile books needed to make up the proper proportion for the wagon shelves is constantly growing larger. There is also a class of people, namely, those who by reason of invalidism, or other fortune of life, are shut in their homes, who are growing greatly to depend upon the periodical visits of the wagon."

Library wagon. M. L. Titcomb. il. Wis. Lib. Bull. 1: 70-1. S. '05.

"Given a library located at the county seat but intended for the use of the whole county, a population of 160,000 at the county seat and of 45,000 in the entire area of 500 square miles, how could we best deliver the goods? Obviously the first step was to establish as many deposit stations as we could at small stations in the county. But when at the end of the third year of our existence with sixty stations, we found that twenty-five were located in places which were accessible by neither railroad, trolley, nor stage line, and that there still remained many isolated districts where there was not even a general store in which to place a case of books, our next need was plain before us. A wagon we must have. Bids were received from the local carriage makers for a wagon designed to carry several of the cases, and with shelving on each side, the doors of which opened outward. The shelves have a capacity for about 300 volumes. The cost of the wagon complete was \$175. We consider it more economical at present to depend upon a livery for horses. Arrangements were made to give the janitor of the library, an old resident of the county, and one who therefore knew each farm-house, the necessary time for the wagon work, and the first trip was made last April. Since then we have made on an average of one trip a week. The plan is, to start out for the day's work with the wagon loaded with cases to be delivered and with a fresh interesting assortment of books covering the various classes and designed for all ages. In the course of the day the cases are delivered at their proper stations, possibly others picked up to be brought in for an exchange, and all of the out-of-the-way farm-houses on the route visited, where an invitation is given for the family to come out and inspect the ware offered, the wagon being driven thru the country lanes directly to the door. . . . The books are charged by the simple method of taking the slips used for the Browne charging system from the books, writing thereon the name of the borrower, date, and name of the route, usually indicated by the rural free delivery number. The books are left for two months with the understanding that neighbors shall exchange among each other, and at the end of the time the wagon goes back with another set."

Bookbinding. See Binding and repairing.

Books, Care of.

Care of books. E. W. Neesham. Lib. World. 33: 32-3. Jl. '08.

In order to remind borrowers of their responsibility for the condition of books taken out, paste a printed label containing the library regulations for the care of books at the commencement of the first chapter of each volume.

Books, Making of.

Art and craftsmanship in the printing of books. R. Bergengren. il. Outlook. 90: 203-9. S. 26, '08.

A discussion of the Riverside press editions done under the supervision of Bruce Rogers.

Bookworms.

Live bookworm—a nature study. A. C. Tyler. Lib. J. 33: 311-2. Ag. '08.

Borrowers' cards.

Registration of borrowers. A. H. Fudge. Lib. World. 11: 118-20. S. '08.

The card system provides the most simple and effective method of registration. The borrowers make application for their tickets upon a form provided for the purpose. Then the forms are "sorted into alphabetical order, and numbered from 1 upwards. Tickets are then made out for the applicants and put into a box which is made specially for the purpose. This box is divided into pigeon holes, lettered from A to Z, and is found to be extremely useful, the tickets being thus kept in alphabetical order and easily found when applied for. The tickets having been made out, a card is then written for each borrower, bearing the number of the ticket, name and address of borrower, and date of registration. . . . When written out, these cards are placed in a box, and kept in alphabetical order, the forms being kept in numerical order in another box. The above procedure is repeated every time tickets are made out, the numbers of the new forms running on consecutively with those preceding. . . . In the case of a defaulting borrower, one of the above cards is made out in red ink to distinguish it from the rest, the particulars of the default being also stated. At the same time, a card is made out and sent to the other libraries in the borough, so as to stop a possible issue of another ticket to the borrower in default."

Registration of borrowers. R. L. Peacock. Croydon Crank. 1: 28-9. Ap. '08.

"The vouchers which are filled up by the borrowers are kept in alphabetical order so as to form the register, and no separate index is necessary. . . . When the vouchers come in from the libraries they are first sorted into alphabetical order and then numbered. In many cases the new vouchers are found to be duplicates and unless the time for which the existing vouchers are available has expired the new voucher is returned. If the new voucher is due the number of the old one is copied onto the new and is ready to be inserted in its place. After the vouchers are numbered the tickets are written from them. The numbers are then entered in a ledger, the date being stamped at the top. The ledger answers the question 'What tickets were issued on a particular day?' and its chief use is for finding the numbers of expired and unexpired vouchers in order to withdraw them from the register. After the numbers are entered and the date of expiry is stamped on both tickets and vouchers, the tickets are checked, first by the vouchers to ascertain that they have been written correctly, then by the invoices sent with the vouchers to ascertain that each library has its correct complement of tickets of each kind. The vouchers are then inserted in their places in the register, the number being checked as each voucher is put away, where they remain until replaced by a new voucher, or withdrawn as out of date."

Branch libraries.

Municipal library and its public. J. Balinger. Library, n. s. 9: 317-21. Jl. '08.

In placing branch libraries a good plan is to divide the city up into natural districts formed by rivers, railroads and other large obstacles, rather than to attempt the location by wards.

Buildings.

See also Rooms.

Development of public libraries. N. S. Patton. il. Western Arch. 11: 67-9. Je. '08.

"The most important principle to be observed in the planning of a public library of today is that of ready supervision from the librarian's

ings—Continued.

In the small library economy of administration is of the greatest consequence, and plan is the best, other things being equal, facilitates the administration of the library by the fewest number of assistants. The libraries must be managed entirely by the librarian, and even in those buildings of considerable size, there are likely to be times when there is only one attendant on duty. Therefore, the ideal library is one in which the librarian is in the central post of observation, where everyone who is in the building. For the sake of consultation, as well as supervision, the librarian's desk must be placed in the central building, in what is usually called the lobby room, which forms a large entrance after passing through an outer vestibule. Those who come to return or draw books, can reach the librarian's desk without passing through any of the reading rooms. It was formerly customary to separate the reading rooms from the delivery room by walls. Later, windows were introduced, permitting a partial view of the reading rooms by the librarian. Now it has become almost universal to make wide passages between all the main rooms of a library, so that the library of today has become one large room divided off for convenience of classification into various sections, which are only very slightly separated from each other. . . . The library of today usually surrounds itself with something in the nature of a gallery or museum, and usually provides for lecture courses. The library, for convenience of administration, must be on one level, and therefore nearly every library has either a basement or second story, or which may be devoted to such allied interests. . . . It is advisable to plan every library in connection with the idea that it will be in the future, even if the space is not at present. The boilers and fuel should be located only the necessary space. An underground room should be provided and the rest of the space, if not immediately needed, may be left to be furnished in the future, as needs appear."

Library buildings and plans; 70 plates. Ann. Pub. Lib. Doc. No. 8: 200. 1901.

Library buildings and their uses. W. T. Carter. Pub. Lib. 13: 271-2. Jl. '08.

The subject of library buildings divides itself into questions of location, construction and management. Under location come the questions of accessibility and retirement. In a town a public library can well be located in the heart of the city. . . . In larger towns the problem is different and contact with the public generally can only be gained by means of branches. The central building is largely for reference and study and its location can be easily more retired, although the question of accessibility here should also be in mind. . . . In regard to the construction of the library, it should be built along lines of dignity and beauty, consonant to the work it is intended for. Interior arrangement should be the primary consideration, for economical administration, for convenience, for proper care and room for books, are the essentials. . . . In speaking of the arrangement of a building, I consider the primary object of a public library the orderly distribution of books. Lecture rooms, reading rooms, etc., in a library building are all adjuncts and not necessary adjuncts of a library, and, with the exception of reading and reference rooms, should not be considered the needs of the institution are fully met.

The advantages of a large, well-lighted delivery room, with stock rooms of easy accessibility, a librarian's office which can be reached and a commodious reference and study room are also obvious. . . . Open shelves are secured an unassailable place in library work. To see and handle the various books stimulates and interests many whom the mere use of a catalog would not attract. It is an atmosphere of literature in which an untrained mind will develop and mature.

While it is a deplorable fact that abuses and thefts sometimes occur, I consider them a very small factor in this department of library work in view of the general good gained. With regard to the children's room, it is an important feature in library work in stimulating and guiding the young mind. Here also should entire accessibility to books on open shelves be allowed. . . . In conclusion, let it always be borne in mind that the standards of a public library should be held high above all that tends to demoralize and degrade, that, as a public institution, it should always hold its doors open to all, without distinction of race or worldly condition, and that the trustees and employees are the servants of the public and not its masters."

Library buildings in California. Il. News Notes of Cal. Lib. 1: 94-101. Jl. '06.

Illustrations and plans are given of some representative library buildings in California.

Library rooms and buildings. C: C. Soule (Library tract, no. 4.) D. 24p. pa. 5c '02. A. L. A.

"An essential canon in planning a library, is economy. Unless a liberal benefactor wishes to put large outlay upon a memorial building, and is willing also to provide an ample income for its support, the larger and costlier a building is, the greater will be the expense of maintenance and repairs, and the less will be the amount out of a fixed income, for new books and for administration. A plain building, well stocked with books and with income enough for good service and plentiful additions of current literature, is far more satisfactory to its users than a triumph of art with insufficient service and no new books. A library in an active community will never have income enough for the work progressive administration requires, and therefore especial prudence and foresight are required in making plans which will influence its expenditures."

New building for the Royal library, Berlin. P. Schwenke. Zentralblatt für Bibliothekswesen. 25: 1-18. Ja. '08.

An interesting description is given of the plans for the building.

Small library buildings; a collection of plans, ed. by Cornelia Marvin. Q. 102p. pa. \$1.25. cloth. \$1.75. '08. A. L. A.

"This pamphlet contains the best of the plans sent to the editor by the cooperating library commissions. These do not represent the editor's choice, but include the recent buildings in each state which, in the opinion of the commission officers, best meet the needs of the librarians and the public. Each commission was asked to send plans of public libraries costing not over \$10,000, \$25,000 and \$75,000 respectively, and of one small college library. The result is a collection of eight plans of buildings costing \$10,000 or less; three between \$10,000 and \$15,000; three between \$20,000 and \$25,000; three over \$25,000; two of college libraries which are fair representatives of this type; and a small branch library which is a good model for any inexpensive building. . . . Special attention has been devoted to the plans of small buildings, as the commissions seek to aid trustees who have not the help of experienced librarians and who cannot afford to put a large sum into the investigation. The plans of large libraries are included rather as a matter of interest, showing the development and extension of buildings as the demands of library work increase. The interior views are included for the purpose of helping in decisions on furniture and fittings, as well as for the idea of interior arrangement. . . . All buildings included are not models. Tho some contain serious mistakes, each has good points worth reproducing, as well as the objectionable features which it has been the ungracious task of the editor to point out in the notes following the description of each building. . . . The similarity in the plans testifies to the fact that a few principles are well

Buildings—Continued.

established. The buildings are nearly all of one type, and there are several planned by the same architects, but the details differ sufficiently to warrant inclusion of all of them. It will be understood that, though there is a rather definite agreement in regard to the general principles of library architecture there is great difference of opinion upon details." In addition to the plans, much useful information is given on the literature relating to the subject, also on the choosing of an architect, and on the size, location, capacity, cost and style of the building, materials of construction, interior arrangement, lighting, heating and furnishing. "Attention is devoted exclusively to the librarian's side of the building—interior arrangement and fittings. Little attempt has been made to criticize architectural design, or to make suggestions which should come from competent architects. Few librarians are able to direct in this respect, but they should have the final decision on the arrangement of rooms, fittings, light, etc., in so far as these things affect the daily work of the library. No architect can understand this as the librarian does."

Bulletin boards.

Bulletin boards in the children's room.
M. A. Forbes. Wis. Lib. Bull. 4: 58.
Je. '08.

C**Care of books. See Books, Care of.****Cataloging.**

Catalog notes. J. E. Elliott. Wis. Lib. Bull. 4: 52-3. Je. '08.

The notes contain pertinent suggestions on short form analytics, analytic paging, and substitutes for the forms see and see also. Examples are given on each point discussed.

Co-operative cataloging. Lib. Work. 2: 1-2. Ap.; Same. Lib. J. 33: 232-3. Je. '08.

Punctuation of catalogs. E. J. Bell. Lib. World. 11: 38-9. Jl. '08.

Selection and cataloging of books. E. F. L. Gauss. System. 10: 439-42. O. '06.

A description is given of the processes which any library, large or small, uses for the buying, classifying and circulating of books.

Thoughts on cataloging and catalogers.

A. Keogh. Pub. Lib. 13: 246-7. Jl. '08.

"The catalog should be simple. It is designed to answer certain questions, and the best catalog answers these questions with the least trouble to the user. It should be a labor-saving and not a trouble-making device. It should reveal and not repel. Theoretical considerations should therefore always give way to facility of use. The catalog should be complete as well as simple. It should give different methods of approach to the books, and should, therefore, be in as many different forms as possible. It should be a complete index to the contents of the library. While analytical work is beyond the means of any library or of any single cataloger, it is not beyond the means of libraries as a whole, or the ability of the cataloging profession. Every cataloger should take an active part in cooperative efforts and should use the results of such efforts as part of his own catalog. The catalog should, finally, be complete to date, special effort being made to list promptly the most recent accessions."

Uniformity in cataloging. Lib. Work. 1: 69. Mr. '07.

Catalogs.

See also International catalogue of scientific literature.

Card catalog and free access. N. Y. Libraries. 1: 120. Jl. '08.

"The books on the shelves can not, by any device, be so arranged as to show at the same time, (1) what the library has on a given subject; (2) what it has by a given author; (3) whether it has a book by a given title. An answer to each of these questions should be available at a moment's notice, and only a complete author, title and subject catalog such as is possible alone on cards can answer this purpose."

New catalog card. C. G. Matthews. Lib. J. 33: 233. Je. '08.

Printed vs. card catalog. N. Y. Libraries. 1: 120. Jl. '08.

"The object of the printed catalog is to aid those readers in the selection of books who find it inconvenient or impossible to go to the library itself. The object of the card catalog is to furnish a complete index to the contents of the library. . . . For a library of any considerable size which aims to do serious library work . . . a printed catalog may be a convenience but the card index is a necessity."

Sheaf catalog. J. D. Stewart. Lib. World. 11: 15-7. Jl. '08.

Catalogs, Printed.

Co-operatively printed catalog. H. W. Wilson. Lib. Work. 2: 143-7. O. '08.

Tyranny of the catalog. J. D. Brown. Lib. World. 11: 1-6. Jl. '08.

In the early days of the city library, where methods were crude, the printed catalog was all-important as a key to the books of a library. As methods improved the importance of the catalog was over-emphasized until today it has to a large extent become a barrier to library advancement. Among the objections to the printed catalog are the following: (1) It is not a competent guide to the library resources because sufficient annotation to make it so is not practicable. (2) Nearly every library loses money in the printing of the catalog which after all is out of date as soon as printed. (3) The dictionary catalog has hindered the adoption of a scientific system of classification. (4) It has proved a hindrance to the adoption of the open-shelf policy. Still the catalog in some form is necessary, and some way should be found to make it more useful and less expensive. A certain percent of books in every library is practically dead stock. This may include out-of-date and unobtainable books, and those for which there is practically no demand. The plan advocated in the article is a limited printed catalog, including only the best standard books on all subjects, supplemented by a full manuscript catalog which may be consulted at the library. Such a combination would become out of date only at long intervals and the limited catalog would be valuable as a guide in the choice of good reading matter.

Children's department.

See also Discipline.

Book buying for a small children's room.

C. Burnite. Ohio State Lib. Bull. 3: 1-2. Ja. '08.

Notes on this article are given under the heading Book buying.

Books about boys; comp. by W. B. Forbush. Work with Boys. 7: 296-306. N. '07.

Care of books. C. Marvin. Wis. Lib. Bull. 1: 35-7. My. '05.

"It is comparatively easy to start a crusade for clean books in a new library, but with many of us the question is, how to interest children in the care of books when most of the books are in miserable condition. Under such conditions there are some things which may be done, and the simplest is for the librarian and as-

s department—Continued.

hemselves to handle books carefully. Books are kept in perfect order on the shelves with a good supply of book supports; books are always handled carefully at the loan desk; a pile of wrapping paper is provided for the books and no book is issued without a book cover; if dirty books are freely returned and burned, even tho they are in demand may not be at once replaced; if these things are done, even without formal instructions will come to give better care to books. One mistake very commonly made is to issue books which need binding or mending into circulation, thinking it an economy to issue a book as much as possible before it reaches the bindery. It should be the rule never to allow a book with loose leaves to be issued. It is a great extravagance to issue books which are loose thruout and into the bindery, as a section may be lost and made impossible, replacement necessary at double the cost of binding. It is a mistake, also, to rebind soiled books. Monthly, at least, there should be a care-nation of the shelves and a weeding of ragged books. Another simple and interesting children in the care of the library is to display on a bulletin board some of the books which have been badly used, with a note explaining the trouble and the consequences, that all who might wish to use that book should suffer from its ill treatment; talk to the school rooms; a word to an individual who takes home a fresh book or needs especial care; a display of new books, with notes in the paper, will be posted over these books, will all

and the library. E. Lyman. (In the annual report state board of Lib. Com., 1907. p. 125-9.)

are two distinct aims of the children's library, two distinct lines of work which the librarian attempts. The first aim is to get the child to use the adult library; the second, to so guide him that he will learn to know and love the library. Instruction in the use of the library is given sometimes "during visits to the library, perhaps by grade, for the purpose of instruction, often by individual children as they come making requests." The second aim can be accomplished when the librarian is fully acquainted with the books in the children's department when she has the confidence of the child. "There is a high tide for the appeal of the book, and it is the librarian's business to get the child and the book together at just the right time." Sometimes this can be done thru the use of a picture bulletin. The story is handled, is successful for children to read, eagerly to what is read or told to will in this way be led to read books which they would not otherwise choose for

children's books and rooms in California. Los Angeles Notes of Cal. Lib. 1: 227-66. S.

Value of library work with children. Taylor. Pub. Lib. 13: 247-8. Jl.

the child and common sense. J. Stewart. Lib. Assn. Rec. 10: 281-8. J.

children's department. M. M. Jackson. Lib. Occurrent, No. 12: 3-4. J.

membership as a civic force. A. Moore. Lib. J. 33: 269-74. Jl.; Same. Pub. Lib. 13: 264-6. Jl. '08.

in library membership is a survival

of the old subscription library, but it defines a much closer relationship than the terms borrower or user and broadens rather than restricts the activities of a free library by making it seem more desirable to belong to the library than to take out books." As helps in making library membership count as a civic force among the children, the following points may be noted: (a) In making a selection of books for the children's room, there should be variety enough to appeal to children of all ages and nationalities. As a rule, there should be a larger selection of adult books in all classes. The best standard novels should be provided, that the children may learn what good novels are. Books should be provided which will put foreign children and their parents in touch with the countries from which they came. Editions should be chosen which are attractive to children both for esthetic value and as an encouragement to read. (b) Great care should be taken on the part of the library in the repairing and rebinding of books and in discarding mutilated or soiled books. Experience shows that books so cared for receive more care from the children. (c) Care should be taken to make all children, especially those of foreign parentage, realize their relationship to the library and feel at home in it. (d) Once such a relationship is established pains should be taken to promote it. "One of the most effective means of sustaining and promoting such a sense of library membership is the extension of reading-room work by placing on open, or closed shelves, if necessary, a collection of the best children's books in the best editions obtainable, to be used as reading-room books. Children may be so trained in the careful handling of these books as to become very much more careful of their treatment of the books they take home and the experiment is not a matter of large expense to the library." Exhibits, story hours and reading clubs are of practical value in keeping up the library connection of girls and boys, and in influencing their choice of books.

Library work with children; reading list selected from A. L. A. papers and proceedings. C. E. Scott. Lib. Occurrent, No. 12: 6-8. Jl. '08.

This list of books is for the librarian's own reading, and covers such phases of the work, as children's reading, work with schools, the story hour, reading clubs, cataloging, care of books and selection of books.

Proposed juvenile court library. R. M. Baxter. Work with Boys. 7: 311-3. N. '08.

"The Juvenile court of Marion county, Indiana, located at Indianapolis, is about to undertake a definite plan to encourage and direct the reading of the offenders who are brought before it. . . . The plan is purely experimental and will necessitate the making up of a list of books, one for boys and one for girls, divided according to ages, and so far as possible, according to subject matter. The final list will have to be based on the books now in the city library, or on those the library trustees will secure on our recommendation. Each volunteer probation officer of the court, (and there are over two hundred), will be furnished with this list as a guide. The books will not be kept at the court room. Instead the child will be sent by the probation officer to the library, there enroll his or her name and draw the books suggested by the officer. Thus the boy or girl will get acquainted with the library, the current magazines and papers, as well as the books, which, in our library, are in stacks open to the public."

Some things the Madison public library does. H. Ellis. Wis. Lib. Bull. 1: 45-6. My. '05.

Work of the Cleveland public library with the children and the means used to reach them. O. 48p. pa. n. p. '08. Cleveland public lib.

Children's reading.

Books for boys. *Work with Boys*. 7: 274-95. N. '07.

Various lists of books classified according to age and capacity are given.

Child and the library. M. Conover. (In *Annual report state board of Lib. Com.*, Mich., 1907. p. 129-35.)

In order to beget in the child a love of and desire for books, care must be taken to have them correspond to the development of his tastes. "Fairy tales have their place, many of the animal stories might be classed in a similar category as well as the myths and legends, and the highest ethical ideals may be set forth in stories of the heroes of the old time. . . . The world of fancy and speculation the purely technical must connect with life; we must bring the unusual into everyday and lift the ordinary into the realm of poetry. In the life of a child every action and taste, thought and habit count largely in moral and spiritual growth—work and play and vagrant fancy, these are all important. . . . The point of contact often comes through the desire of the boy or girl to do and make things. When one has learned that the treasures of the world's experience are at one's disposal thru the pages of a printed book, an important step has been taken in the knowledge of what a library means to daily life. One reason so many working men and women consider a library as a thing entirely apart from their interests is the lack of any place where they feel the printed page touches their own affairs. To give children with mechanical tastes a training which shall make them count the library their most useful friend all their days is most desirable. . . . The new methods of studying geography and history constantly make new openings for helping children in the library, from the kindertot who hears about the Seven little sisters, to the older boys and girls looking into the laws which govern the world's markets and the reasons for the particular development of nations and races. When a girl finds out, as Carpenter's Industrial reader suggested to me she might, that food does not mean simply bread and coffee or pork chops and potatoes, representing the drudgery of daily life, but is connected with history and geography, health and happiness, the well ordered lives of the favored, in short, has to do with a greater or less degree of civilization, it will become a broadening influence in her life instead of a narrowing one, an interest that requires something beyond a cookery book to satisfy."

Children's library; selected by M. H. Prentice and E. L. Power. D. 78p. 25c. '04. Cleveland public lib.

Eight collections of children's books are listed, one for each of the elementary school grades.

Children's reading. T. Hitchler. N. Y. Libraries. 1: 105-7. Jl. '08.

"Roughly speaking, we recognize three ages from birth to maturity. The first, that of the young child, from infancy to say 8 or 9 years, is that of the story-telling age. . . . The child at this age is very imaginative. . . . and needs the fairy tale to feed upon as its proper mental food. Having reached this conclusion the question becomes not so much what to tell as what not to tell. The erroneous idea that any number of curious incidents strung together so long as the characters bear no semblance to those of real life will prove an acceptable fairy tale is one explanation why so many modern so-called fairy stories are failures. A fairy tale must ever represent a great truth in a simple manner, must show cause and effect if it is to live. That is why the old fairy tales seem immortal. Give children the best stuff always, no matter what their age or whether you read aloud to them or they do the reading for themselves. Habits of reading as well as other habits, good or bad, are formed in childhood and oftentimes irrevocably. . . . From

the age of 8 or 9 to 12 or 15 at least, the child craves tales of adventure, adventure with capital A. . . . The average girl at this age, with few exceptions, will turn to school life stories and stories of home and family life and both boys and girls will read biography and history now if interestingly told. . . . Now is the time to place before them Sir Walter Scott and Dickens and Cooper and others. . . . Before we can quite realize it, we are awakened to the fact that the boy has become a youth, with aspirations and ambitions which we must endeavor to encourage and to satisfy. To him, now, books that deal with facts, not so much facts of life in general, but scientific facts and information bearing on the trade, the professions and the arts, begin to assume dimensions of importance. The girl, meanwhile, has also grown, has begun to put up her hair and to let down her skirts and has reached what for want of a better term, we may call the sentimental age. It is the duty of mothers and educators now to see that that sentimentalism is properly fed on wholesome reading matter so that it does not degenerate into mawkish sentimentality. She begins to yearn for novels, we must see to it that she gets good ones, with a natural outlook on life."

Concerning the juvenile library. I. Briggs. Lib. Asst. 6: 172-9. Ag. '08.

The primary aim of a children's library should be educational. Children are in a formative stage, hence discipline is fundamentally necessary in their reading. Books should be carefully classified and each child allowed to read only what it is ready for. It is the duty of the librarian to know the child well enough to determine what it should read, and it would seem best to place the juvenile books in the school, or at least establish such relations with the schools that the children's reading would be under the supervision of the teacher. The child's reading should be limited to those books that rouse it to self-activity, hence the best books are those containing knowledge that can be applied. Reading should not be forced upon small children and should not encroach upon their time for play. The most suitable age for admission to the library would seem to be ten years for the juvenile library and not less than fourteen for the adult library. Care should be exercised in admitting children to the adult library and in selecting their books, for this is the time when their ideals and life habits are formed.

Good juvenile books of 1907; from the New York state library's tentative selection of best books for 1907. Lib. Current, No. 12: 9-12. Jl. '08.

Notes on children's books. Lib. Occurrent, No. 12: 1-3. Jl. '08.

Among the best illustrated books for small children are "the Caldecott books, those of Walter Crane and Kate Greenaway, the Dornier Indian books, Boutet de Monvel's beautiful Joan of Arc and Jessie Wilcox Smith's Rhymes of real children." The first literature of childhood is Mother Goose. Fairy tales follow naturally. In selecting them, buy the old ones first, Grimm's and Andersen's, then Lewis Carroll's Alice in Wonderland, Jacob's and Stockton's fairy tales, and Joel Chandler Harris' folk-lore stories. "Do not try to run the children's room without the Heart of oak books." The Greek and Norse myths and King Arthur stories should be placed in the children's library and care should be used in selecting the editions. Among the best animal stories are Beautiful Joe, Black Beauty, the Jungle Book and Jack, the fire-dog. "The Pittsburgh library has a good annotated animal life list that will help in the selection of books." The selection of fiction is most difficult for an author seldom keeps up to the standard. In buying, buy the Caldecott books first, Coolidge's Katydid series, Dornier and Dorothy, Nelly's silver mine, Barbou's school stories, the Bimbi stories by Ramée and Leather stocking tales. Care should be taken in selecting from the many children's writers

men's reading—Continued.

"only what is strong, clean, and whole."
"For general collections of poetry have
ly good ones as you can. The whole
of your work depends upon whether the
you have are worth while. The actual
of books may be just as harmful as it
ful if the books are not of the right

ting books for children. E. Lyman.

Lib. Q. 5: 208-9. Ap. '08.

on this article are given under the
Book selection.

ies of boys' tastes in reading. W: B.
rbush. Work with Boys. 7: 246-74. N.

ral interesting studies have been made
from different standpoints of the kind
ling matter which boys enjoy. These
are so much more valuable than lists
s which most adults think children ought
y that it has seemed worth while to
the results of these studies together.
The fact that children's reading is so
affected by the recommendations of their
s and the lists of books mentioned are
all classics shows the tremendously
me influence which the school has dur-
formative years in shaping the literary

There is often between twelve and
n a positive mania for books. The boy
President Hall suggests, 'a prospector in
re.' With the feverishness of a gold seek-
umbles the refuse of bound volumes be-
m in the search for that which is his own.

A perusal of the long lists of books
boys under sixteen are said to like, and
t which this shows of the tremendous
of reading that children do, suggests
much of the classic literature of the
must be covered by a child, that little
left for his adult years. This sugges-
emphasized by the fact that if a boy
ickers at all he will voraciously devour
ole of Dickens and if he likes Henty, he
id all of Henty. There is a cer-
sadvantage in this, because if the clas-
e read in childhood it requires some will
to reread them later. Instead of taking
popular books of the day. It pays to
however, for adults and boys read for
t reasons. The boy reads for the sake
action and the personality of the hero,
personalizing himself as that hero. The
eads for the study of character and of
books, therefore, have one mission for
n and another for adult years. In child-
ney furnish ideals, encouragement, out-
materials. They give to the adult re-
ent, food for rumination, and the cor-
ion of personal thought and experience,
that perform their mission to boys must
the men whom boys admire. They need
ve grace or style, but they must be
direct, heroic, sincere, simple and ten-
tered."

tion reading. B. E. S. Ia. Lib. Q. 5:

Ap. '05.

Federation of women's clubs
onsultation with the teachers of the pub-
ools, and with the librarian, made out
books from fourth grade to eighth, in-
for a summer reading course last sum-
The selections were made along the sep-
ines of history, biography, travel an lit-
The plan was that each one enrolling
ember of the Home reading circle should
ne book from each list for vacation read-
id one at pleasure, making five books
mer course. A short time before
sing of the schools for the long vacation,
eg of the committee on children's read-
ited the rooms and explained the plan
pupils. As a result of the plan,
undred eighty-eight books were read,
ven children finishing the course, for
en entertainment was given with a cer-
showing the books read. The
sult of all is that many of the children re-
the Home reading circle card have used

it often during the school year, and the call for
books, aside from stories, has constantly in-
creased. There is also a distinct gain in the
kind of stories most enjoyed."

Classification.

Classification of anthropology. J. C. Bay.
Pub. Lib. 13: 326-7. O. '08.

Classification of the library of the (New
York state) public service commission
for the first district. R. H. Whitten.
Lib. J. 33: 362-3. S. '08.

Scheme of classification for books on
forestry. E. Bruncken. Lib. J. 33: 313-4.
Ag.; Same. Engin. Digest. 4: 413-4. O.
'08.

Shelf classification and shelf-marking. F.
W. T. Lange. Lib. World. 11: 76-7. Ag.
'08.

Clubs and libraries.

Aids for study clubs. Wis. Lib. Bull. 1:
76-7. S. '05.

What the club woman has a right to ex-
pect from the public library. B. S.
Smith. Ia. Lib. Q. 5: 34-9. Jl. '05.

"Broadly speaking, the aim of each club wom-
an is, by means of her club, to become a better
citizen herself and to help others to become
better citizens." In pursuing this aim she
should "expect from the librarian not alone unity
in sentiment, but active service; that the library
may not be known as a place where only the
fleeting stories of the moment may be had freely
for the asking, but where the best is always
to be found. And we thus have the first step
wherein the club woman, as a citizen of the
highest ideals may look to the librarian for
unity of sentiment and effort—to advance and
raise the grade of reading." In addition to
cooperating with the club woman toward a com-
mon ideal, the librarian should render practical
assistance as far as possible. She "should
search for all material on all subjects being
investigated by the clubs and keep this material
in one place, available for club use only, either
to be circulated or to remain in the library, as
the leader may prefer. She should extend to
the leader and members of classes privileges
similar to those given the teachers so that any
number of books may be drawn at one time for
a reasonable length of time. If the material
in the library on certain subjects seems meagre,
she should buy all the books the library can
afford on that subject for the club work. Talks
to the clubs on the use of reference books often
prove helpful and an incentive to personal re-
search on the part of the women, which is
always better than any help given by the li-
brarian. Lists of the books on the subject of
study should be kept near the books, and, if
possible, preserved from year to year. These
will be found of much value for reference. In
some of our libraries rooms have been set apart
for the exclusive use of clubs."

College libraries.

Amount of help to be given to readers.

W: W. Bishop. Lib. J. 33: 264-8. Jl. '08.

Notes on this article are given under the
heading Reference work.

Departmental libraries. K. L. Sharp.

(Univ. of Ill. Univ. studies. v. 2. no.

7. p. 64-71.) Q. 1609. pa. \$1. '08. Univ.
of Ill.

"The University of Chicago furnishes the best
example in the west of a well developed de-
partmental library system. . . . The depart-
mental libraries are an organic part of the uni-
versity library and are therefore, under the
direction of the university librarian. A superin-
tendent of departmental libraries is appointed
to have general oversight of their administra-

College libraries—Continued.

tion and to report to the board of libraries, laboratories, and museums. A library inspector is chosen from the library staff to inspect each departmental library and to report to the university librarian. A departmental adviser for each departmental library is selected by the head of each department and by the president from the teaching force of that department. Two graduate students or fellows are appointed as attendants in each departmental library, each one to serve two hours a day. Each group library is in charge of a library assistant and the library advisers of all group libraries are ex officio members of the library board. . . . Books are ordered thru the general library and accessioned and labeled there, but they are classified and cataloged by the departmental library attendants under direction of the general library altho not according to a uniform system. Books in these libraries are recognized as belonging to the departmental libraries, except such as may be loaned to the department by the general library. Books may be transferred from one departmental library to another or to the general library by agreement between the parties concerned."

Open shelves for university libraries. E. C. Richardson. Pub. Lib. 13: 241-3. J. '08.

Notes on this article are given under the heading Access to shelves.

University branch libraries. W. Austen. Lib. J. 33: 220-2. Je. '08.

The department libraries should be branches of the main library, not mere collections of books under supervision of some untrained person and available for one department alone. Only such books should be placed in the branches as are constantly needed there, and any book not in use in the branch should be returned to the main library. The main library and branches should be so related that any book may be had when called for. The branches should be in charge of experienced persons. The supervision of all use should be centralized in one department, making it possible to know at all times where a book is, and where it is most needed.

Cataloging.

Co-operative cataloging. Lib. Work. 2: 1-2. Ap.; Same. Lib. J. 33: 232-3. Je. '08.

Co-operatively printed catalog. H. W. Wilson. Lib. Work. 2: 143-7. O. '08.

Regional libraries. C. H. Gould. Lib. J. 33: 218-9. Je. '08.

"There is a rather striking analogy on this continent between the development of the school and of the public library. Since the school came first its growth has gone further than that of the library. There now exist in the country, district schools and village libraries, academies and town libraries, colleges and great city libraries. Where is the library corresponding with the great university? Has it yet appeared? The university draws its staff and its students from the whole country, and even from beyond. On the one hand it conducts the most advanced research and cherishes the ripest scholars; on the other, it reaches out towards the masses, by means of extension work. It also strives to meet various requirements between these two extremes. Perhaps analogous operations are even now being conducted by certain libraries." But in general "the libraries of the country are to be regarded as separate units. They form no part of a system, for there exists no system of which they may form a part." Such a system might be brought about if the country were divided into a few great districts each with its own library. "Each of these regional libraries would serve as a reservoir upon which all the libraries of its district might freely draw. . . . From each would radiate traveling libraries not to displace, but to supplement others in the same district or region, and each would be specially charged with the collection of all literature originating in, or relating to its own region."

Regional libraries would naturally become the chief reference libraries and the chief resort of scholars in their respective spheres. . . . They would materially help to dispose of, if they did not completely solve, the vexed question as to storage of so-called dead books; because among them they could afford to receive . . . many works for which, in local libraries, the demand might appear to have ceased. These are a few only of the ways in which regional libraries could save waste of energy and promote efficiency."

Copyright.

Copyright protection does not cover price protection. Lib. J. 33: 230. Je. '08.

Cork carpets.

Care of cork carpets. Wis. Lib. Bull. 1: 13. Ja.; Same. Ia. Lib. Q. 5: 48. J. '05.

"If these carpets were properly laid in the beginning there would be no trouble. The carpets should be refitted after ten days or two weeks and oiled with a mixture of equal parts of boiled linseed oil and turpentine before they are used. Otherwise they will not fit and will show every foot print. If the carpet has already been in use, it should be scrubbed with sapol allowed to dry thoroly and then oiled. At the historical library the carpet in the reading room, which has had very hard usage, is oiled once a year, the oil being rubbed in with a mop. In other places a brush is used for the oil."

County extension.

See also Book wagons.

County extension. (In Second annual report of Washington co. free lib., Hagerstown, Md., 1902-3. p. 6-8.) Q. 15p. pa. Washington co. free lib.

The library "began the present year with 25 deposit stations placed for the most part in the voting districts in the county." To-day there are "38 of these stations at different points, an increase of 15 for the last twelve months." In no case has there been "any diminution of interest in the places which accepted branches last year, on the contrary, second stations have been placed at Sharpsburg and Sandy Hook for the better accommodation of the public while Hancock in lieu of another branch is receiving double the quota of books furnished last year. Requests for books on special topics from individuals living in the villages in which branches were established last year have become more frequent, showing that the library is coming to be regarded as an integral part of the county at large. 5262 volumes have gone from the central library to these stations with a circulating record of 12,291, or an average of one book for every three persons in the county, exclusive of Hagerstown. . . . An additional feature of this work and one which promises most interesting results is the placing of Sunday school libraries in rural districts too isolated to support a church, but carrying on a Sunday school. A case holding from thirty to thirty-five volumes is provided, and filled with fresh attractive books, chosen, not with a view to making a collection for the reference work of the school, but in most cases comprising books having some distinct ethical value in addition to some degree of literary quality. These books remain at the Sunday school in charge of the superintendent not less than four, or more than six months and are then returned to the library to be sent on to other schools, their places being supplied by fresh ones,—constituting the beginning of a small system of travelling libraries."

D**Decoration of libraries.**

Suggestions for pictures and casts for the new Carnegie building in Baraboo. Wis. Lib. Bull. 1: 7. Ja. '05.

"There is always the question of what should

tion of libraries—Continued.

ht. The first thing to be done is to committee whose members will give time and careful thought to the matter who will plan the whole scheme before is bought—decide just what pictures rable for the library, what casts, and what is available, how much the whole t, and who can be found in the com- to give the whole or a part. . . . One first things to do is to get some good . For casts, get the catalog of P. P. & Bro. company, reproductions, the carbon prints, and of the Hanfstaend rlin photographs. Write to the art Milwaukee and Chicago for such cata- suggestions as they can furnish. The art education company, Masonic temple, makes a specialty of pictures for and will supply many suggestions. The n art co., of Chicago, makes a specialty ry decoration and will soon issue a t on the subject."

mental libraries. See College li-
ries.

ne.
ems of discipline. M. E. Hazeltine
H. P. Sawyer. Wis. Lib. Bull. 4:
bo. Ag. '08.

and good behavior are absolutely im-
in the library. Good manners, that
and visible sign of the respect for
of others, should be expected of
How? By never failing yourself to
em with respect, courtesy and justice.
gush between unavoidable disturbances
se made with mischievous intent. To
hear only the things that you can pre-
se your nerves will get the better of
gment. Allow children as much free-
possible, consistent with the rights of
and don't nag. In case of bad be-
make a tactful and pleasant appeal to
i first, thereby giving him a chance to
e himself. This appeal failing, repri-
no uncertain terms. Dismissal from
n is the natural punishment for refusal
regulations. . . . Limitation as to the
of times a week a mischievous child
it the library has a good effect. A sus-
sentence of permanent dismissal on fail-
ehave has a most salutary effect. Re-
as soon as there is an evident desire
ve. In our zeal to control the child,
ve lost sight of the fact that it is quite
rtant to teach the child to control him-
it if he is to become a good citizen, he
earn too early to respect the rights of

te pay collections.

cate collection. (In Fifty-first annu-
report of the Wilmington Institute
: lib., 1907-8, p. 23-5.) O. 36p. pa.
lmington Institute free lib.

s favor it may be urged (1) That the
ection in no way interferes with the
of the library since just as many copies
ght for the free shelves as before. (2)
the end it works to the advantage of
of those who do not wish to pay, since
as a book pays for itself it is placed
ree shelf and the total number of copies
is much larger than the library could
afford to purchase by the old plan. (3)
is much better for borrowers to take
rom our pay collection which is care-
lected than to get them from various
sial organizations which pay no atten-
selection."

E

Electric lighting.

Electrical energy in the library. W. J.
Phillips. Lib. World. 11: 34-8. Jl. '08.

A series of checks are given which will assist
in the economical use of electrical energy.

Exhibits of libraries.

What exhibitions can do. J: C. Dana. il.
Printing Art. 11: 215-24. Je. '08.

During the past five years the Newark, N. J.,
free public library has held fifty-one exhibi-
tions . . . which were open an average
of two weeks each and were visited by 252,000
people. . . . Not all the exhibits have
originated with the library or been installed by
it, but all have received attention from the li-
brary staff and nearly every one has been looked
after by a library attendant during all the hours
of opening. They have been held because they
seemed a proper part of a public library's work
in this community. In every community
may be found a moderate amount of museum
enthusiasm. In towns not overtopped by a
greater neighbor this enthusiasm finds expres-
sion, and museums are established and grow.
In Newark the enthusiasm is not lacking, the
opinion that a suburb needs nothing fine of its
own is losing its force, and it has seemed that
if a public building of dignity and spaciousness
would but offer room and care, a part of the
local museum enthusiasm would express itself
in deeds. This thought has been justified by
the outcome." To mention a specific example:
"The rebinding of worn books is one of the
librarian's greatest difficulties. Modern ma-
chines have caused the old-time, all-round hand-
binder almost to disappear, and yet nearly all
library binding must be done by hand. Li-
brarians have asked for cheapness rather than
for excellence. The consequence is that most
library binding is badly done, does not keep
clean, and soon breaks. The subject is one of
interest to craftsmen, and on its art side to
collectors. It seemed a proper subject for an
exhibit. For more than a year material was
collected as opportunity offered. Samples came
from makers of and dealers in leather, cloth,
imitation leather, boards, thread, glue, end-
papers, etc. From the library's own bindery
came dummies showing every step in the pro-
cess, and samples of binding in many styles.
From other libraries came like samples. Nearly
all this material was mounted on sheets of pulp
board about 13 x 17 inches in size and labelled.
From local collectors and New York dealers
were borrowed a few examples of art binding,
and these were shown in inexpensive glass cases
placed on temporary stands. Facsimiles of art
bindings from catalogs and books were mounted
on cards and hung with the other things.
Samples of library binding and illustrations of
the process were put on tables. This exhibit
was visited during four weeks by about 2,500
persons. The visitors included binders, libra-
rians and their assistants, and collectors. It
was well reported in the papers, and the leaflet
describing it and giving a list of the best books
on the subject was widely distributed. It was
then packed and started on a tour to the li-
braries and schools that asked to show it. It
went as far west as Wisconsin and as far south
as Virginia. Reproductions of parts of it were
sold in Boston and in Texas. It travelled for
about two years, returning twice in that time
to be refreshed and brought up to date. It
was shown in thirty-four cities, was seen by
many thousand persons, and was the text for
many newspaper notes and for many talks on
binding and other industrial arts. It is now
thoroughly revised, reduced in size, and stored with
kindred material in the Newark library, waiting
its opportunity to be again in use. This ex-
hibit cost a good deal of time, thought, and
money. In return it helped its makers to get
much needed information about a very difficult
and neglected craft. It drew the attention of
scores of librarians to the poor quality of their

Exhibits of libraries—Continued.

bindings. It dignified a worthy craft in the eyes of many. It was the immediate cause of the production of a modern book on library re-binding, and it led to the appointment by the American library association of a permanent and active committee on the subject of re-binding by libraries and binding by publishers."

F**Fiction.**

Fiction anthologies. *Lib. World.* 11: 7-14. Jl. '08.

"Libraries are frequently in need of a list of collections of short stories and folk-tales." This article contains the "first installment of such a list." It includes "the best-known collections in English of novels and folk and fairy tales." While it is not exhaustive it is representative and will serve for ordinary purposes.

Great fiction bore. *Lib. World.* 11: 127-33. O. '08.

Fines.

Fines and a fine-chart. F. W. T. Lange. *Lib. World.* 11: 31-2. Jl. '08.

To avoid mistakes in charging fines, check each day against the date as many strokes or crosses as there are pence owing on unreturned books.

Foreign languages, Books in.

Public library and the immigrant. J. M. Campbell. *N. Y. Libraries.* 1: 100-5. Jl. '08. (cont.)

"If the immigrants of today are to be the voters of tomorrow is it not desirable that they should be educated? If we could put into their hands the first time they come into our libraries some books in their own language, telling of the conditions governing the life in the home of their adoption and what their part should be in aiding for the common good, I think we would forestall the unscrupulous politician and rob the political aspect of some of its anxiety. And this is really their own desire. Almost invariably when we ask the foreigners the first time they come to the library, what sort of books they would like to read, the answer is the same, 'Something about America in my language.' And it is not the history they want—the country's discovery, wars and political growth have only a passive interest for them—they want to know why their children are prohibited from working until 14, why compelled to go to school, in this free country, what becomes of the taxes they pay, since they have no czar, or royal family to support, who appoints the postmen and policemen, where they must go to get their naturalization papers, what constitutes a legal marriage here, and the thousand and one little things that are such well known facts to us, we hardly know where to turn to find them in print, and which have apparently never been printed in their language. This is the help they need and we seem so reluctant to give. . . . As long as we tax the foreigner for the support of our libraries, I think we should at least allow the classics of his literature to appear on our shelves."

Traveling libraries of foreign books. *Wis. Lib. Bull.* 1: 74-5. S. '05.

G

Government documents. See **Public documents.**

H

History, Local. See **Local collections.**

I**Incunabula.**

Need of a scientific bibliography of incunabula. F. Weitenkampf. *Lib. J.* 33: 358. S. '08.

Indicators.

Cotgreave indicator; an adaptation. E. W. Neesham. *Lib. World.* 11: 79-80, 115-6. Ag.-S. '08.

Graham indicator. T. E. Farrow. *il. Lib. World.* 11: 29-31. Jl. '08.

The advantage of the Graham indicator over others is "that (1) it bears the names of all authors represented in the fiction and juvenile sections of the library in alphabetical order; (2) the numbers of the books contained in the library are shown on the indicator in the order of numerical sequence, immediately under the author's names, the first book of each author being No. 1." This shows all the books of one author in one place on the indicator and simplifies the method of finding them. The only catalog necessary "is a list of the books arranged in author-alphabetical order. It thus forms both an author-list and an indicator key, and only one entry is needed for each book in the fiction and juvenile sections." To work this indicator the catalog number, shelf number and indicator number should be the same and these should be distinct from the charging number. "An objection brought against the Graham indicator is that when new books are added, the whole of the slides have to be moved. This difficulty is overcome by using that part of the indicator provided for extension as an additions indicator. As books are added they are shown in this section, and, when the library is closed for stock taking, the additions are transferred to their places in the main indicator."

Open access versus indicators. *Lib. World.* 11: 101-3. S. '08.

International catalogue of scientific literature.

Aim of the international catalogue. L. C. Gunnell. *Science*, n. s. 28: 10-2. Jl. 3, '08.

"The aim of the International catalogue is not only to cite the title of each scientific paper published since January 1, 1901; but to briefly supply an analytical digest of the subject of each paper. This is accomplished by means of classification schedules arranged to include in systematic order each minute subdivision or subject of all of the sciences named above. Not only was it necessary to provide in these schedules for the subjects of all previous scientific activities, but also to make ample and elastic provision for the present trend of scientific thought and investigation, and so far as possible to anticipate future need." The catalogue is more than an index, it is a condensed digest of the world's scientific literature. "The organization of the catalogue is cooperative to the fullest extent; all of the nations of the world taking part in the work through the agencies of regional bureaus established in central locations in all of the principal countries of the world. These bureaus are supported by the countries in which they are established; in no case is any part of the subscription receipts used for their maintenance."

L**Leather.**

Notes on materials for library bookbinding. G. A. Stephen. *Lib. Asst.* 5: 143-6, 162-4. Ag.-S. '06; Same. *Lib. Work.* 1: 72-5. Mr. '07.

Notes on this article are given under the heading **Binding and repairing.**

ative reference work.

also Municipal reference work.

islative reference library. R. M. Bax-
r. *Arena*. 39: 674-81. Je. '08.

e should be established an information
for the legislators of every state. "In
state you find an adequate judiciary de-
nt; that is, their working outfit has been
supplied; they have their secretaries, an
ble library, and skilled clerks to put the
at their service. Again, there is a
of executive offices and each in the
of a man who is supposed to be uniquely
or that place. On the other hand, you
ie legislature, the law-making branch of
government—really the *raison d'être* of
ier two—most unfavorably provided for.

It is made up of a lot of men dragged
n their business for sixty days, and fre-
at a pecuniary loss, to wrestle with
200 legislative propositions—every one of
demands an altogether different point of
an anything they have been accustomed
ivate. Hitherto the Solon could rely for
the lobby, hire his own secretary to
material, or consult an attorney for
s on legislative constitutionality or suit-

And about the only thing he did was
it of the three. This movement is not
onfused with the people's lobby. That
ise assumes to guide legislation. . . .
islative librarian is not a guide. He
tarting anything or advocating anything,
not creating a demand for his services;
ply waits till he is called on. He does
e the place of legislator or constituency,
only an attractive supplement to what

He says as quantity and quality of
ion become more complex, the maker of
s help—of an intelligent discriminating
He is, more accurately, perhaps, a pri-
secretary. It is not the material the
or should have but what he wants that

It is merely a case of furnishing the
For example, if the issue is
punishment, these legislators are af-
d material to tell them what states
apital punishment, what states have
ed the practice, in the states which have
punishment, what number of indict-
for offenses so punishable have been
d before and after the adoption of this
? These direct, simple facts are just
en ask for." The purpose of the library
rather together and make immediately
e for reference any and all statements
that may have a practical bearing upon
estions to come before the legislature.

The legislator comes for help the facts
before him and he uses them just as
ses. "The library does not stand back
statements it makes. It gives, along
ery bit of information, an exact account
ource—volume, chapter, page and para-

The source of facts often determines
their value. . . . The possibilities
enterprise in drafting a law are best
out by its experience with the Wis-

public utility law. . . . Mr. M. S.

1, a lawyer of the department employed
ecallist bill draftsman, and Mr. John R.
is, of the University of Wisconsin, in-
nal authority on public utilities, first
legislature committee and mapped out
al plan for a bill. Then they studied
lative regulation of public-service cor-
—the interstate commerce act, the
ussets law to regulate gas and electric-
ants, and the proposed New York pub-
y law. The decisions of the various
relative to regulation of public-service
ions were studied. Wherever possible,
e which had been construed by the
was used. "In some cases a phrase or
as used only after an exhaustive study
ions lasting several days. When a com-
ast of the bill was made it was printed.
artment sent copies of the bill to every
o was supposed to have any special
ge of the subject or any feature of it,
were sent to university men, to practical
to managers and superintendents of

public utilities, to lawyers and judges, and to
mayors and aldermen of various cities. All
were asked to comment upon and criticize the
measure. Many financially interested responded
in a disinterested manner with valuable sug-
gestions. There were public hearings before
the joint legislature committee. All the argu-
ments advanced were taken in shorthand; and
when the hearings closed, the committee took
up every suggestion and looked at it with the
most searching scrutiny. So it came about that
legislators, professional draftsmen, university
authorities, men of large affairs, legal counsel
and public officials all got together to make a
single law. The work that was done has proved
gratifying to the legislators. It has been very
cordially commended by attorneys-general and
members of the Supreme court. It is a decided
economy of time and money."

Legislative reference work and its op-
portunities. C. R. Woodruff. *Pub. Lib.*
13: 300-3. O. '08.

"Prof. John Burton Phillips, in his admirable
Scientific assistance in law-making, declares
that 14,191 laws and resolutions were enacted
in 1901 by our several states, and that several
state legislatures passed more than 500 laws at
a session, and the average legislature is not
over 90 days in length. Then he asks the per-
tinent question, How can any man vote intelli-
gently on the passage of so many laws in so
short a time? He might also have inquired
with equal force, How can so many laws be
properly designed and drafted? The answer is,
they are not. No small part of the growing
mass of litigation is due directly to the sloven-
liness with which laws are prepared and passed.
The legislature does not object to having a par-
liamentarian to advise the presiding officer. It
is not regarded as a reflection upon his capacity,
knowledge or ability to have an expert always
at hand to advise him as to intricate and unex-
pected points as they arise. Then why should
there be any reasonable objection to having
expert draughtsmen to prepare the laws and ex-
pert advisors as to the contents of bills? Why
should there be any feeling of hesitation in
calling upon a well-regulated legislative refer-
ence library for assistance? . . . It is the
duty and the opportunity of the state librarian
if there is no legislative librarian, and of the
latter, if there is one, to give this assistance
and in this way contribute to the improvement
of the quality of state legislation which, as I
asserted at the beginning, should be one of
the prime functions of a state library. . . .
The existing legislative reference libraries will
not reach their highest degree of usefulness or
realize their full opportunity until there is a
well-equipped legislative reference department
established in connection with every state li-
brary and until all such departments are in
close and harmonious relations with each other.
In short, the system must be extended to every
state and then carefully co-ordinated, possibly
through some specially devised clearing house
or through the Library of congress acting in
that capacity."

Librarians and assistants.

See also Library training; Vacations.

Girl as a librarian. A. S. Richardson.

Woman's H. C. 35: 29. Ap. '08.

"Of all fields in which to sow her energies,
the well-educated but otherwise untrained girl
who suddenly faces the problem of self-support
will find in the modern library among the most
promising. So far the profession is not over-
crowded, and the good worker is in demand.
It is a field open alike to the graduate of col-
lege, finishing school or high school, but it
is closed to the girl who has barely managed
to pull through the graded schools, and who,
through either force of circumstances or in-
clination, stopped when she had acquired a rud-
imentary knowledge of the English branches. It
is an ideal field for the woman who is intellec-
tual, yet lacks ability to express this intellec-
tual in literary form. It often proves a most
profitable and pleasant field for the teacher of

Librarians and assistants -Continued.

methodical habits, good education and bookish tastes, who somehow lacks the gift of discipline and instilling knowledge in the youthful mind. But it is not the field for that common type of girl who likes books, yet is not a student, who imagines that in the library she may familiarize herself with such books as please her fancy, and ignore those which do not appeal, and who pictures herself as exchanging books during the busy hours and reading the new novels when visitors are few. The delicate woman who wants ladylike employment and genteel hours should avoid the library; so should the girl who has no time for preparation, and who insists that she must earn money right away. But if any girl is earnestly seeking a profession in which she may rise by her own merits and through her own industry, broaden her mental life by constant association with the best in literature, and at the same time do something for her fellow-men, she will find such work in the public library. In stimulating the interest of all her visitors, in directing their reading along broader lines, in feeding the starved minds of those to whom the public library opens for the first time the door to literature and literary pleasures, the librarian is doing something more than earning her salary and serving the library board which appointed her. She is uplifting humanity. And in so doing she finds the fine, if narrow, path to happiness, and she is mastering the first principles of the joy of living."

Hours of service and vacations. N. Y. Libraries. 1: 119. Jl. '08.

"An investigation made within the past year of the practice in 15 of the large libraries of the country shows that the average daily service required of librarians in these libraries is 7 hours, and that the average time allowed for vacation is 28 days. 12 of the 15 libraries allow various periods of absence on account of illness, without deduction from salary."

Librarian: a trustee's view. T. Gay. Ia. Lib. Q. 5: 39-40. Jl. '05.

"That the faithful employee should give her strength and a portion of her life to an institution for a stipend, building a solid foundation for her community's interest and never receiving a word of commendation, seems pitiable. We should give our librarian her due in this respect; and we are paid abundantly when it is received with eyes shining with happiness. And remember that such commendation not only gives your librarian additional happiness, but also gives her additional power for good and adds a moral force to her work which can come from no other source. While this is being done, inquire into the details of her work. We should know something of how to direct, or at least how affairs are being directed in an institution of which we are the trustees. At any rate, such an interest manifested is a source of happiness and power to the librarian. Study then to make your librarian happy, and the patrons will feel the influence of an added power in administration."

Librarian of today. H. Quick. Ia. Lib. Q. 5: 210-1. Ap. '08.

"The librarian, no less than the pedagogue, is a teacher. In some respects the librarian's work is more important than that of the school. The importance of the school intellectually is not in the distance over which it has carried the young traveler, but the direction in which it leaves him facing—the way it has induced him to start. The teacher is a guide who takes his charge to the most dangerous and uncertain parts of his journey, wishes him well and leaves him to the beasts of the literary field. The librarian, on the other hand, has been for years with the child, co-operating with the teacher, and when the teacher leaves him the librarian is privileged, in a way and to an extent, to be a permanent guide, to aid the marching mind to follow on the good way pointed out by the teacher, and as mistakes are discovered and new vantage ground of experience gives new light, the librarian may do much to open new

avenues of progress to a degree which, by their very limitations, are beyond the reach of the schools. The librarians are the tutors and mentors of adult life as well as childhood."

Library assistant's outlook from a provincial point of view. G. W. Strother. Lib. Asst. 6: 156-60. Jl. '08.

"If the question, What is meant by the outlook? were put to library assistants, the most frequent answer would be, The hope a person has of attaining a position in some way approaching to that of the more recognized professions. Those who contemplate entering the library profession desire to know if the position attainable is likely to be of a sufficiently remunerative character to justify their taking up this instead of any other profession, and if so, what opportunities and facilities exist to enable them to reach the goal. There are two classes of assistants whose claims must be considered. 1st. That class composed of men whose great fault is that they gained their knowledge of librarianship in the school of experience." The second class is made up of the young men and women, who, when they take up the library profession, realize the need of a systematic course of study to fit them for their positions. "For the first class of assistants, undoubtedly the proper and best way of overcoming their difficulties is registration in some form or other. Some assistants may be afraid of this view because of cases in which this course of action would, in their opinion, allow an unworthy assistant to be given professional status. This may occur but all things must have a beginning, and if a register were established, it would be possible to erect the profession of librarianship as an edifice with a more substantial foundation than it has. The greatest difficulty to be overcome in the provinces is the question of providing educational facilities, and the present lack of opportunity for theoretical as distinct from practical training. For the moment the only course open is the correspondence classes of the Library association, which are regarded as unsatisfactory by many who have joined them. In the provinces the possibility of obtaining tuition in the subjects of the syllabus of the Library association has not existed thus far, although it is hoped that this defect will be remedied in the very near future. In some of the larger towns an effort is being made to induce the university authorities to fill the place of that admirable centre, the London school of economics, which is no doubt responsible in a very great degree for the great advance made in London, and it is hoped that Leeds university will inaugurate classes in the next winter session. The question then arises, when these classes are announced, how can they be made a success? The only way to do so, will be for some scheme to be formulated whereby the geographical conditions can be overcome, thus making it possible for assistants who are not situated in a university town to attend the classes which may be held in closest proximity to them. In this connection committees might well be asked to grant facilities for attending the classes in library time, and to pay the fees of the assistants. Every improvement must proceed from assistants themselves. It must be the aim of every assistant not only to be efficient, but to compel the public to recognize that libraries are in reality an integral part of the educational machinery of the country, and not merely institutions which distribute recreative reading matter. Library committees in their control of libraries must be made to feel that they administer an important part of our municipal life."

Loan desk, the point of contact between the library and the people. F. V. Eastman. Ia. Lib. Q. 5: 211-4. Ap. '08.

Old-fashioned librarian, the late A. R. Spofford. W. C. Ford. Lib. J. 33: 356-8. S. '08.

Librarians and assistants—Continued.

View of librarianship from the library school. Lib. J. 33: 354-6. S. '08.

Libraries.

See also Branch libraries; Small libraries.

Impression of the condition of Spanish-American libraries. R. Schwill. Mod. Lang. Notes. 20: 142-5. My. '05.

Recent library progress. Lib. Work. 1: 4. Ap. '06.

Regional libraries. C: H. Gould. Lib. J. 33: 218-9. Je. '08.

Notes on this article are given under the heading Cooperation.

England.

Brighton public library, museums, and fine art galleries—a retrospect. H: D. Roberts. Lib. Assn. Rec. 10: 439-54. S. '08.

Guildhall library: its history and present position. E: M. Borrajo. Lib. Assn. Rec. 10: 381-95. Ag. '08.

Municipal library and its public. J: Balinger. Library, n. s. 9: 309-22. Jl. '08.

United States.

Carnegie institute and library of Pittsburgh. E. Moorhead. il. Outlook. 90: 179-92. S. 26, '08.

Illinois libraries. K. L. Sharp. (Univ. of Ill. Univ. studies. v. 2, nos. 1, 3, 6 and 7.) Q. ea. pa. \$1. '06-'08. Univ. of Ill.

Library extension. J. H. Canfield. Columbia Univ. Quar. 9: 29-34. D. '06.

"A review is given of the libraries of Greater New York with a statement as to special collections or unusual strength in given subjects."—Lib. J.

Oklahoma libraries. Mrs. J. C. Parker. Sturm. 6: 71-5. Jl. '08.

Report of the commission on the future organization, maintenance and regulation of the Bancroft library. Univ. of Cal. Chron. 9: 48-51. Ja. '07.

Work of some states for library advancement. A. E. Bostwick. Lib. J. 33: 213-8. Je. '08.

Mr. Bostwick in October, 1907, visited seven state library associations. One of the features of the joint state meeting of Iowa and Nebraska was a session for teachers. The Kansas association, tho without funds, decided to support a library organizer and a busy librarian agreed to devote his spare time to the work. Illinois lacks unity. It has no commission and many phases of library work are carried on thru private initiative. Efficient library instruction is given both in Illinois and Indiana. The women's clubs of Ohio take great interest in library work and were well represented at the meeting of the state association.

Libraries, Use of, by the public.

Author's opinion of the library. M. R. McCullough. Wis. Lib. Bull. 4: 45-7. Je. '08.

"If I want more than four books at a time, I am considered anarchistic and revolutionary, and am reminded that I cannot possibly read more than one at a time. When I retire to my little corner, chastened and humiliated, endeavoring to pursue an obscure biographical trail with four books, any one of which I may

or may not want again an hour later, the adjacent minds in the vicinity begin to work on mine with fatal effect. . . . Women who are writing club papers may get along very well with a pencil and a block of paper. I can't. When I write, I've got to have a Smith-Premier, and a quiet room, three pounds of paper and two or more waste baskets. . . . If librarians would make people who want to work welcome to the use of the library, and not hamper us in by a lot of silly little restrictions, it would increase largely in point of public service. . . . I've never seen a librarian yet who cared about anything but the rules of the library. . . . So, like Clara Laughlin and a lot of other writers whom I know, I've given up the use of the library. I amuse myself with it when I have time, by bringing home a book or two and leaving cards at the desk to be changed back and forth. If I could have the books at home or if I could have a private corner down there by a light window, with a rented typewriter in it, and such books as I want, and as many of 'em, I could do more masterpieces than I can at present, but what's the use?"

Directing the taste of casual readers. I.

Rosenberg. Pub. Lib. 13: 294-9. O. '08.

Notes on this article are given under the heading Access to shelves.

Working man and the library. C: Recht.

Pub. Lib. 13: 303-4. O. '08.

"When we regard the library as a general medium of popular education it seems to us that the administration has left the workingman entirely out of its consideration. It has failed to recognize the fact that the workingman does not find it convenient to be a member of the library for various reasons; it has failed to bring home to the workingman the knowledge of the existence of the reading room, and finally, had it even done these things, it has not equipped this room with the tools and implements that the workingman would be likely to require." To bring the reading room to the direct attention of the workingman the following means are suggested: "Advertising,—placing of placards and announcements in factories and shops; cooperation with labor unions in a similar way that the libraries now cooperate with the schools; collections of books on mechanics, labor and social science, including books on socialism; special collections like civil service examination books and English books for foreigners, also general reference books; liberal loans of ink and paper; exclusion of children from the adults' reading room; placing these rooms in charge of men who are in sympathy with that work."

Libraries and schools.

See also Pedagogical libraries.

Address on libraries. M. Dewey. (In Annual report state board of Lib. Com., Mich., 1907. p. 102-6.)

"Education is divided into two classes: the elementary school, the high school, and in that group, include the university. There is another group of which the library is the corner stone: the museum of art, history and science, the help given by study clubs, extension teaching, summer schools, correspondence courses and lecture courses. These form another class which reaches the home, the other side of the system of education without which we can accomplish no satisfactory results. Few of our boys and girls reach the college or go thru high school; about four or five years of training and they are thru; their life's education they get thru what they read. The school should work heartily with the library in putting the student in a position to utilize these forces. In the last thirty years it has become recognized that the library is as essential as the school in the education of the child." The school alone cannot educate sufficiently. "Utilize the library; take your children to the library; or, first, begin with the teacher in the normal school; teach the teacher how to use books so he will be

Libraries and schools—Continued.

skillful in using them; teach him what libraries really mean so he will be competent to serve on committees; and, more important, he will learn how to teach the child to utilize this great force when he goes to the library, to understand various kinds of reference books, the card catalog and the indexes, so they can find the way themselves and learn to utilize the books. We must train the children in the school to appreciate what books mean, to respect them, use them intelligently, to acquire a taste for books that will cause them to reflect and mould their characters."

Child and the book. G: W. Peckham.
Wis. Lib. Bull. 2: 90-3. D. '06.

"In the Milwaukee system the library works on the following plan: The library interests the teachers of the third grade and upward in the idea of placing good books in the hands of their pupils. The teachers then give a library card to each child. The library urges the teachers not to sign the guarantee cards themselves but to have this done by the parents. This gains the consent of the parents to the extra reading of the child and relieves the teacher of responsibility; at the same time it tends to develop an interest in the child and his doing at his home. After the cards have been issued to the pupils, the teacher either goes to the library to select the books or places the matter in the hands of the person in charge of the work with the request that enough suitable books be sent her to go round her class. . . . After the books are selected they are placed in well-made extension cases which can be purchased in any trunk store. They cost \$2.00 each. They are sent by the library to the teacher at her school, our contract price for cartage being twenty-five cents for a full box, to, or from a school, the empty boxes being returned without charge to the library. Of course a record of the books is made at the library before they are sent out and the following blank for the use of the teacher accompanies the box.

For eight weeks the books are left in the hands of the teacher, so that she really has a little branch library of her own. Some teachers issue the books once a week; others issue them every day at recess time. The library has taken another departure in its attempt to aid the public schools. All large public libraries take a number of illustrated journals, and as they preserve only one complete set of such publications, there is always an immense accumulation of picture papers. In our library the best pictures are cut from these journals and pasted onto sheets of manilla paper of uniform size and arranged in sets of from twenty-five to fifty pictures. These sets are then put into portfolios and loaned to the teachers of the city schools. One set may be made up of animals, another of English cathedrals, another of the World's fair buildings, and so on indefinitely. The teacher having one of these portfolios sets apart fifteen or twenty minutes in a week for allowing the children to handle and enjoy the pictures. A child looks at a picture for a few minutes and then exchanges with some other child. Thus one portfolio may serve three or four grades for a month. Although the pictures might be used as a basis for language work or as an aid in geography lessons, with us their first and most important use is the cultivation of the aesthetic sense and of the power of deriving pleasure from a good picture and, indirectly, from beautiful objects wherever they may be met."

Library as an educational force. M. E. Ahern. (In Annual report state board of Lib. Com., Mich., 1907. p. 106-13.)

"When we consider how much the education that is continued after school-time is over depends upon the right use of books, we can hardly be too emphatic in asserting that something of that use should be learned in the school. Yet almost nothing of the sort really is learned. The average student in a high school does not know the difference between a table of contents and an index, does not know what a concordance is, does not know how to find what he

wants in an encyclopedia, does not even know that a dictionary has any other uses besides that of supplying definitions. . . . Every school should have for daily use of its pupils a collection of books of the distinctly reference order—encyclopaedias, handbooks, atlases, gazetteers, and dictionaries of various kinds, which are each of them separate libraries in themselves, and inexhaustible sources of information to those who know how to use them aright. But this is a knowledge that is acquired only by instruction and experience, and for that reason I claim a place for it in the education of the school.

To the school the pupil should be accountable for what he reads and how he reads it. From it he should get the advice, the inspiration, the foundation of taste, which will make him a wise and careful reader and prepare him for the freedom of the public library under right conditions. He will have developed a knowledge of the simpler tools, indexes, catalogs, etc., and will have absorbed such a general knowledge of the use of books that the awakened powers of analysis will find ready a fund of book knowledge that will feed him until he grows self-sustaining. He will know where to find the books he needs for pleasure or profit and will become acquainted with the sources of book distribution provided in the community. . . . To the public library of today belongs a large share in placing before those upon whom it will rest the burdens of the future, the material that will help to prepare them for the work. But to the schools belongs the work of arousing the interest that will bring them to the library. . . . Teachers are expected now to be living, vital, spiritual men and women, interested not how many facts can be crammed into the minds committed to their care, but rather to develop within the living soul an appreciation of truth wherever found in science, religion, history, art or literature and to create the divine unrest which shall lead its possessor to seek the fountain sources of the best product of the best minds of all ages. He cannot do this without the cooperation, sympathetic and unbounded, of the librarian, and those schools which are showing the best results in turning out well equipped thinking boys and girls are those which are in close proximity to the living, up-to-date, active public library."

Library as educational equipment. W. E. Henry. Pub. Lib. 13: 291-4. O. '08.

In the equipment of any educational institution "we have four coordinate and necessary elements. I speak of them as necessary because the omission of any one of them must prevent to a degree, the accomplishment of the end sought—the culture of men and women. The four elements are faculty, laboratory, library and museum. . . . The library—the great classified, orderly arranged record of experience—is . . . the greatest of the four elements of educational equipment. It contains in good form and ready of access all and much more than the faculty can impart as information and instruction. It exhibits all that the laboratory has ever revealed. It has in text all that the museum contains as information and in a much more readable form. Yet it would be foolish exaggeration to claim that the library can supply the place of all the others. Each has its own message and its own method and its inspiration that nothing else can supply. Yet the library is the most vital, as it holds more of life and the world, which are the means of human education. It should be considered the first necessity of all educational work, not a luxury, to be added after all others. It should be the center around which the entire institution revolves. . . . It is not necessary, frequently not desirable, that the library be in the school building. In the public schools it need not be school property. It is better that it be a public library apart from the school. It is only insisted upon that the learner have access to a library as an educational equipment."

Library work with schools. Mrs. J. W. Robbins. Wis. Lib. Bull. 4: 54-5. Je. '08.

"The school work, from the kindergarten to

ies and schools—Continued.

h school, may be supplemented advantageously by books, pictures, and suggestions gained from the constant research of a live librarian, co-operating with the teachers in their respective grades. The character of the supplementary work depends largely on the season of the year. Each month has its birthdays of noted men. Then there are holidays, Halloween, Valentine's day, etc. A school course in civics requires outside work for every day's recitation, on the part of the students. This is where our Readers' Digest is indispensable, for who does not know the answers to the great questions in political economy? In fact everything pertaining to the leading events of the day, no matter what the source, are written up and discussed in our magazines by our best contributors. Give reference the North American review, the Scientific American, Outlook and more of the leading periodicals, with the aid of the guide, and I would almost be willing to give up the books on the same subjects. While there are carried on, debates on conceivable subject not only by the students of the high school but by the county normal school as well. We think nothing of having a pile of magazines in one corner of the reference room for one group of debaters, or a pile in another corner for another group, and so on."

for instruction in the choice and use of books. F. M. Hopkins. (In Annual report state board of Lib. Com., Mich., 1907. p. 113-21.)

A high school should be willing to send its students to the university without giving them the benefit of self-direction in the use of ordinary reference tools, such as a card catalog, indexes of books, periodical indexes, or even intelligent use of an ordinary dictionary with a good index. If the high school pupil who is to receive his education under self-direction in college needs this training, how much more valuable would it be to the pupil whose guidance is given by his high school course, and who must be wholly dependent upon self-direction for his college education. The helplessness of even intelligent people to use a library independently is a common complaint among all libraries. A slight effort on the part of our high schools could do much toward remedying this. In the Central high school of Detroit, a great effort has been made to train pupils in the use of reference books, by teaching a few simple principles of indexing, cataloging, etc. Six courses are provided, one for each of the English classes, and only one period is given to each. The points covered are: use of a single index, introduction to sets in more than one volume, atlases, indexes, street guides, card catalogs, periodical indexes, general reference works, and such as World's almanac, Who's who, and current documents. The results have been very satisfactory considering the amount of time spent.

lic librarian and the school problem. Jewell. Lib. J. 33: 309-11. Ag. '08.

reference work with schools in the Indianapolis public library. F. L. Jones. Lib. Occurrent, No. 12: 4-6. Jl. '08.

to make the library of the greatest value to the school, the teacher should let the librarian in advance what subjects are to be looked up. This will enable the assistant to find the material and have it ready when the children come in after school. The librarian should have a card reference catalog of the material. Such a catalog is invaluable because the material is invariably wanted again.

at a country library and country school can do for each other. C. M. Ewins. Conn. Pub. Lib. Doc. No. 8: 1-5. 1901.

article describes what is actually being done by one public library for the schools. "Be-

fore every holiday, the librarian sends the school a list of the books in the library upon it. When a new book comes that she thinks will be interesting to teachers, she lets them hear of it, and when the yearly box from the state arrives, invites them all to come and see the new books before they are placed on the shelves. Before the long vacation, she asks the children to come to the library once a week through the summer for a book-talk and shows them pictures that illustrate authors' lives, homes, and books. . . . She goes to every school in the town at least once a year, and gives book-talks to the children, asking for letters from them about the books they have read. The library has only a thousand volumes, but every year it buys a hundred for itself and receives another hundred from the state. Fifty of the two hundred are school duplicates, ten sets of five each, for the town is scattered and not ready yet for school consolidation."

What the library does for the schools.

(In First annual report of the Washington co. free lib., Hagerstown, Md., 1901-2. p. 8-9.) Q. 15p. pa. Washington co. free lib.

"The library makes special provision for the needs of the teacher, ten books being issued to each for school use besides those allowed for personal use. The time these books shall be retained is agreed upon between the teacher and the librarian at the time of charging them. The teachers in the county have very generally availed themselves of this privilege in the use of the books which the library contains on educational topics. Some of the teachers have also derived great benefit from the use of books in the school room, while others have still to realize that books other than text books are of use in the school room as a stimulus to the mind of the pupil. Many of the teachers are in the habit of sending pupils to the library to look up supplementary work for their classes. In this connection, also, it is a pleasure to report that during several months last season a teachers' reading class held its weekly meeting in the lecture room of the library."

Work with schools. A. D. Chamberlin. Vermont. Lib. Com. Bull. 4: 1-4. S. '08.

An account is given of what has been done in the schools by the Abbott memorial library, Pomfret, Vt.

Work with schools in New Rochelle. J. F. Brainerd. N. Y. Libraries. 1: 108-9. Jl. '08.

"Every month we go over the current magazines devoted especially to educational subjects and select the articles on education or allied subjects which might prove valuable to teachers. A typewritten list of these articles is then sent to each school and posted on its bulletin board. With these monthly lists we include a list of any new educational books added to the library. Teachers sometimes take advantage of the privilege they have of requesting the purchase of any books they may need for class work or special study."

Work with the schools. J. E. Elliott. Wis. Lib. Bull. 1: 20-1. Mr. '05.

Libraries, Organization of. See **Organization of libraries.**

Library administration. See **Administration.**

Library advertising.

Practical economics and publicity. H. C. Wellman. Lib. J. 33: 240. Je. '08.

Library association, England.

Professional registration. Lib. World. 10: 441-4. Je. '08.

This article is a discussion of the Jast-Sayers scheme for the registration of qualified librarians by the Library association.

Library association, England—Continued.

Registration of librarians: a criticism and a suggestion. L. S. Jast. Lib. Assn. Rec. 10: 325-35. Jl. '08.

Mr. Jast argues that the registration of librarians in England should be in the hands of the Library association.

Library commissions.

League of library commissions year-book, 1907; comp. by C. F. Baldwin. D. 74p.

League of library commissions, A. F. Tyler, Sec., Des Moines, Ia.

This year-book is intended to "furnish a convenient reference book regarding the organization and present methods of work of each commission, with a complete directory of commission workers." Twenty-seven states are now undertaking library extension work. Of this number twenty-two act thru library commissions. Massachusetts was the pioneer in this movement establishing a library commission in 1890. The commission may grant \$100 in books to any town upon the establishment of a free public library. New Hampshire in 1891 enacted a law nearly identical with the Massachusetts law. In 1892 New York developed "a system of state supervision of libraries with more complete centralization than has yet been attempted in any other state. The work has been done by the Home education division of the University of the state of New York, the director of the state library being also director of Home education, so that the two interests have been identified. Under the law, the regents of the University were given power to issue charters and give financial aid to libraries which fulfilled certain conditions. These libraries are supervised and inspected yearly. New York was the first state to establish traveling libraries, the first libraries being sent out in 1893. Other activities of the division include a library school, extension teaching, publication of reports, study club outlines and aids in book selection. . . . In Connecticut, a public library committee appointed by the state board of education was created in 1893. This committee has advisory powers, and is authorized to give direct financial aid to libraries. In 1903 an appropriation was made for traveling libraries and a library visitor has been appointed. In 1894 Vermont passed a law similar to that of Massachusetts and in 1900 added the feature of traveling libraries, and appointed a secretary to make personal visits to libraries. . . . The Wisconsin commission was organized in 1895, and became the pioneer and model for work in the west. . . . Beginning with a nominal appropriation of \$500, the commission now has \$23,500 a year, and its work is carried on thru three departments, (1) traveling libraries, (2) department of instruction, which includes the work of organizing and visiting libraries, the summer school, institutes, and the permanent library school opened in 1906, and (3) the legislative reference and document department. Field work and instruction by personal visits has been emphasized from the start, and a large proportion of the appropriation has been expended for salaries and administration." The Ohio commission established in 1896 has charge of the state library and appoints the state librarian. Traveling libraries are a department of the state library. "The Georgia commission established in 1897, is advisory only and has no appropriation. In 1899, commissions were established in seven states, two more following in 1900, and five others in 1901. Of these states, the group in the middle west,—Indiana, Iowa, Minnesota and Nebraska—have followed the lines laid down by Wisconsin, each having a system of traveling libraries, and emphasizing field work and instruction. All but Nebraska conduct a summer school. Nebraska has emphasized work with school libraries, which have no other assistance from the state. . . . Michigan aids in the organization and extension of libraries thru two agencies: The state library has charge of the traveling library system, and supplies books to communities having no libraries; the board of library commissioners are concerned with building up town libraries, and

to this end have a system of registered free libraries to which 100 books are loaned for six months. . . . Pennsylvania, which established its commission in 1899, has a system of traveling libraries sent out under the direction of the state librarian. In 1907, a consulting librarian was appointed to further the extension work. Of the eastern group of states, Maine, New Jersey, and Delaware followed the plan of their neighboring states in offering direct financial aid to public libraries, all of them adding the feature of traveling libraries. Maine held a summer school in 1904. Delaware employed an organizer for a time, and New Jersey now employs an organizer regularly, and conducts a summer school. In Maryland the state library commission encourages the establishment of libraries, and operates a system of traveling libraries. An organizer is sent out for a few months service when funds are available." In Washington a commission was established in 1901 which since 1903 has charge of the state library. "The state librarian has a free hand in extension work, conducts a system of traveling libraries, a summer school, and has inaugurated a legislative reference department. . . . In 1903, California established an extension department of the state library to carry on the various branches of commission work. The Colorado traveling library commission was created in 1903, and has established a flourishing system of traveling libraries." In 1905 Oregon established a commission which controls the school libraries and establishes traveling libraries. In 1907 Missouri and North Dakota established commissions. "In Missouri, the law is very comprehensive, including supervision of school libraries and courses of lectures on library administration in the normal schools in addition to the usual lines of commission work. In North Dakota the chief work of the commission will be the establishment of a legislative reference department, and the reorganization of the traveling libraries which are now under the Department of public instruction."

Library exhibits. See Exhibits of libraries.**Library extension.**

See also State library systems.

Extension of the library movement to the country districts. C. Thomas-Stanford. Lib. Assn. Rec. 10: 432-8. S. '08.

Library methods.

Librarian's book shelf. Ia. Lib. Q. 5: 207. Ap. '08.

Practical economies and publicity. H. C. Wellman. Lib. J. 33: 240. Je. '08.

Selection and cataloging of books. E. F. L. Gauss. System. 10: 439-42. O. '06.

A description is given of the processes which any library, large or small, uses for the buying, classifying and circulating of books.

Suggestions for the smallest libraries. C. M. Hewins. Conn. Pub. Lib. Doc. No. 8: 38-46. 1901.

Useful hints are given concerning the selection, purchase, accessioning and classifying of books, registration of borrowers, making of shelf-list and catalog and issuing of books to the public.

Library schools.

Girl as a librarian. A. S. Richardson. Woman's H. C. 35: 29. Ap. '08.

A set of questions gleaned from a sample examination sheet of the Drexel Institute is given, also an outline of one of the briefest courses at Drexel.

Summer schools and provincial library assistants. B. Anderton. Lib. Assn. Rec. 10: 378-80. Ag. '08.

View of librarianship from the library school. Lib. J. 33: 354-6. S. '08.

Library supplies.

Directory for library supplies. *News Notes of Cal. Lib.* 2: 172-4. Ap. '07.

Names and addresses of reliable houses which furnish library supplies are given.

Library training.

Education and the diploma. W. H. Baguley. *Lib. Assn. Rec.* 10: 289-94. Je. '08.

How far should courses in normal schools and teachers' colleges seek to acquaint all teachers with the ways of organizing and using school libraries?

D: Felmley. *Lib. J.* 33: 305-8. Ag. '08.

In order to use the library efficiently, the teacher must know what the library contains with reference to the subjects taught, she must know how to organize the material and how to teach the students to use it. Hence he must know how to use the various library tools, he must know the location of the different classes of material, and the standard works of reference. Since many teachers find the entire care of the school library devolving upon them, they should know how to select, order, classify and catalog books. The average normal student, upon entering school, is totally unfamiliar with libraries. It is essential that he be taught the use of the library, and this can best be done thru daily use. The work of instruction should not be left entirely to the librarian. The instructor should be familiar with the library and, before sending his students to it, should outline the work to be done and instruct them in the use of the various tools.

Library training in normal schools. I. Mendenhall. (In *Annual report state board of Lib. Com., Mich.*, 1907. p. 10-29.)

Question of library training. L. E. Stearns. *5c. A. L. A.*

Report of the joint committee, representing the American library association and the National educational association, on instruction in library administration in normal schools; comp. by E. G. Baldwin. 50th anniversary volume. p. 215-81. '06. National educ. assn.

This report was made in accordance with a resolution passed at the meeting of the library department of the National educational association at St. Louis, June 30, 1904. The material is arranged so that it may be used as a basis for instruction by the librarian or teacher of library economy. References are made to articles illustrating the various points covered, and a bibliography is included. The committee hopes that this report may serve as a daily guide for those interested in library work, after their personal and independent work as teacher has begun; and that it may stimulate and render more efficient the interest of school officers and of the general public in the administration and work of public libraries."

Library wagons. See **Book wagons.**

Loan department.

See also **Borrowers' cards.**

Local collections.

Gathering of local history material by public libraries. R. G. Thwaites. *Wis. Lib. Bull.* 1: 89-90. N. '05.

"It is difficult to specify just what the local library should make a serious business of collecting; it is easier to make a list of what should not be gathered. But especially would we urge the accumulation of newspaper files, the daily or weekly record of the community's

life, and these files should, if possible, be complete. All manner of published reports should be obtained—those of the common council, the county board of supervisors, the various public institutions, located in the community; the published memorial sermons, club and society year-books, printed rules and constitutions of local lodges, catalogs and programs of local colleges and academies; published addresses of any sort; all of the literature published by the churches—year-books, leaflets, membership lists, appeals for aid, or what not; programs of local entertainments participated in by residents of the community—all these would in time be found to have great interest to the local historian. In short, all of this printed matter will prove in due season to be a fund of information which shall make the library a Mecca for all who wish for any purpose to refresh their memories relative to the life of the town."

M**Manuscripts.**

Treatment of written historical documents for preservation. C: F. Himes. *Jour. of Franklin Inst.* 163: 161-3. Mr. '07.

Reinforcing the creases and weak places with gauze or other semi-transparent fabric has been found preferable in most cases to dampening and pressure, as the latter is apt to affect the clearness of the writing or the wearing-power of the paper.

Municipal reference work.

Proposed library of municipal affairs and city department libraries. R. H. Whitten. *Lib. J.* 33: 224-6. Je. '08.

The public library "should provide a working collection of material relating to municipal affairs for the use of the legislative, executive and administrative branches of the city government.

The experience of different cities and countries, the scientific data scattered thru numberless treatises and technical journals should be so organized as to be instantly available by the city official, alderman, civic organization or citizen interested in the solution of current municipal problems. The library of municipal affairs should be a part of the public library system.

This library should have a branch for each of the borough governments. In addition each large city department should have its own working office library. All of these libraries should work together. The aim should not be independence, but organization and co-operation. The collections and activities of the main public library would be invaluable to the municipal affairs library and the municipal affairs library would in turn be most helpful to the main library. The collections and activities of the municipal affairs library would be invaluable to the department libraries and they would render most helpful service in return."

The important point in any working library is quick service. "To realize quick service in a special library all information bearing on a particular problem must, so far as practicable, be brought together in compact form. To do this it is not only necessary to separate volumes of sets and series, but systematically to cut up periodicals and, in some cases, books in order that material on the same subject may be brought together. It is information rather than particular volumes or sets that is to be organized. . . . The librarian must have a special interest in and capacity for the organization of information. He must take an intelligent, active interest in the problems to which his special collection relates. He must read and study many and know the contents of more of the books in his charge. He must look at each problem from the view point of the investigator and collect in advance the data from every source that will be wanted for its solution." The librarian must also encourage city officials to develop the habit of using the libra-

Municipal reference work—Continued.
ry. The New York public library has published a check list of city documents. It also indexes such articles in periodicals as are of value in municipal work.

Music.

Music in public libraries. A. C. Piper.
Lib. World. 11: 78-9. Ag. '08.

"Musical students have to obtain certain diplomas, and, consequently they need all the help they can get in order to prosecute their studies and often they require to consult works which are not only expensive, but often not obtainable without great difficulty. This is where the public library becomes most useful, as it can procure these reference works, and so be of real service to the musicians of the town. To the poor student, especially, the provision of a music section is an inestimable boon. A collection of the standard works of our greatest composers, supplemented by the best theoretical and historical works is of great value in stimulating a desire for musical culture; and it is certainly within the work of public libraries to give these facilities for study. The towns-people who are interested in musical topics have just as much right to be catered for as the students of science, or literature, or any other class of literature. . . . In the selection of music for public libraries, due consideration must be given to local requirements. When starting to form a collection of music it is best to entirely ignore sheet music, with the single exception of works by local composers, which should of course be bound and preserved along with other local literature. The standard theoretical text-books and a selection of the great operas and oratorios, with perhaps a few volumes of pianoforte, organ and violin music, forms a good basis for the music section. Tutors for the various instruments must also be added, and the best dictionaries of the subject will be found to be indispensable. It is best to obtain octavo editions of operas and oratorios when possible, as they are so much more convenient both for staff and public to handle. Then, little by little, these works could be supplemented with volumes of instrumental, vocal and church music, while the best biographies of the great musicians and the standard histories of music must not be forgotten. We should not relax our efforts until the music section is as well represented as any of the other sections of the library."

N

Net books. See **Book prices.**

Newspaper libraries.

St. Paul Dispatch library and information bureau. M. Hohler. Lib. Work. 2: 3-5. Ap. '08.

"The library of a newspaper is a storehouse of material for the use of the editorial department, and is by most papers made available to the general public. The aim of the library is to collect, file and systematically arrange everything that may be used today or at some future time in the work of the editor and his staff. . . . To this end is available our stock of cuts and photographs to which we are daily adding new material. . . . We have at our disposal about 10,000 cuts in single column, double column and still larger sizes. These are placed in vertical files conforming to the size of the cut, alphabetically arranged, and subdivided by an index numbering 1,250 divisions of the alphabet. Should we fail to find among these 10,000 cuts, representing men and women in all parts of the world, the particular man wanted, our next turn is to the supply of photographs. This department rarely fails to furnish the desired subject as this stock, numbering at the present time over 20,000 pictures, is constantly replenished by the very latest material. To it are added not only photographs daily received for this purpose, but every magazine, publication, or book arriv-

ing in the library is looked over for pictures not yet represented in our collection. When this picture can be clipped from the publication it is placed on file. Where the illustration is contained in a book from which it is impossible to cut it, a cross index card takes its place in the file. This card gives a full description of the picture and tells where it may be found. . . . Every article of news and each editorial in the Dispatch is indexed, stating the exact date, page and column where the item appeared. . . . Our library contains record books and books of statistics, state and United States departmental reports, biographical encyclopedias, atlases, cook books and railroad guides, etc., nearly all of which are in daily demand. Last but not least is the clipping bureau. It consists of clippings from magazines and eastern newspapers, comments of foreign papers on some local situation, biographical sketches and in fact any printed matter that may be of use now or at some future time to the editorial department. The death of some prominent man will call for a sketch of his life; the biographical division is then consulted for any clippings that may be on file regarding this man and his work. In the filing of these clippings the cross index card is very freely used. . . . Quite naturally the newspaper in its intimate relation to the public, is and always has been a sort of an inquiry bureau. Many a strange question has been given to the newspaper to answer and many a person has come directly to the newspaper for information he was in quest of. With this in mind and to further serve the interests of the public we have established a department known as the Dispatch information bureau where any question may be asked and will be answered to the best of our ability. . . . We have further added to this department an educational and resort bureau. In this educational bureau are represented many of the most important schools in the United States. Here may be obtained a catalog and any printed matter this school or college publishes, with all information as to tuition, the studies pursued, the necessary requirements of the pupil and in fact any information that may interest the parents or the prospective student. The same method applies to our resort bureau. . . . Here you will find descriptions of resorts for the summer outing, 25, 50, 75 and 100 or more miles away, the exact information as to the accommodations, the price per day and week of the different hotels and boarding houses, the kind of fish to be had, the conditions for bathing, telephone connections, churches, doctors, and in fact anything that you may want to know."

O

Open shelves. See **Access to shelves.**

Organization of libraries.

Hillsboro's good luck. D. Canfield. Atlan. 102: 131-9. Jl. '08.

How to start a public library. G. E. Wire. (Library tract no. 2.) D. 12p. pa. 5c. '02. A. L. A.

First find out what the existing state library laws are, then arouse public interest in the library movement in every possible way. The local papers should be enlisted and public meetings held. Special effort should be made to reach all classes of people. Where there is no public library law on the statute books, "two lines of action are possible; first, to get an act passed, and second, to work for a free public library without a special act. It is advisable generally to begin a public library under existing laws, either subscription library laws, or general corporation laws, or association laws. These are found in every state. Even a subscription library may be run as a public library, and, in fact, many are so conducted so far as reading-room and reference use are concerned. Still another and better plan, much to be pre-

ization of libraries—Continued.

If possible, is to have a free public library supported by subscriptions and gifts, and the public. . . . In any of these cases must be an organization,—due care being to conform to the law under which action is taken. A constitution and by-laws are needed for the purpose of the association, and its officers. . . . Great care must be used to keep always in mind the non-profit aspect of the work, to spend no money on buildings, lectures, pictures or museum, but to devote all energies to building up library and to doing library work in its ramifications. . . . Be as liberal as possible with all the library advantages and so gain among the taxpayers, looking toward a time when the institution shall be the people's. . . . The librarian should be chosen soon after the organization of the trustees. In the early days of the library movement, he has become equipped than in the earlier days, and it is other the safest and best plan to let him choose of the book selection. . . . Care should be taken in choosing the model on which the library is to be developed. Do not go to the public library for advice and blanks and for few libraries of even one hundred volumes are fit models for a small library. Go to some place of nearly equal size and assesses a new library building, new collection of books, and the new library atmosphere. . . . Be not building crazy. Let the library grow and develop first and see what you do not for a moment think of putting money into a building and none in its maintenance, thus at the outset determine the purpose of the library. . . . Above all, beyond all should the workers in this absorb the library spirit, the missionary. They should attend library meetings of the state, by all means; they should attend meetings of the American library association if these are held reasonably near, and should visit as many libraries as they can."

and method in obtaining state grant Connecticut. Conn. Pub. Lib. Doc. No. 7: 6-12. N. '04.

material for a public library campaign; prepared by Chalmers Hadley. (Library Bulletin, no. 10.) D. 44p. 15c. '07. A. L. A. Code of establishing libraries in Connecticut. Conn. Pub. Lib. Doc. No. 8: 1-9. 1901.

P

increasing danger for our libraries. J. F. Fiske. Zentralblatt für Bibliothekswissenschaft. 25: 193-206. My. '08.

Increasing thoughtless use of perishable books in public libraries is deeply to be regretted and must be regarded as a sin against the scientific work of future generations. Every attentive observer will state that the loss of quickly worn-out books in public libraries increases from year to year in a manner causing anxiety. . . . All copies of books in libraries should be printed on the best paper. Some technical school should hold demonstrations in paper making for the benefit of the public. The state might also insist on good paper for copies under the copyright acts. The writer recommends the appointment of a commission to investigate the subject. Lib. Assn. Rec. J. '08.

Public libraries.

Public pedagogical library and museum Massachusetts. G. Stanley Hall. Bulletin. Sem. 12: 464-70. D. '05.

Library for teachers should be established

where the best educational journals, both American and foreign, may be found, also the choicest educational books. Charts and illustrative apparatus, plans and working models of buildings, furniture, ventilating systems, etc., should be included. "There should be a collection of textbooks on every topic from the primer up, new and old, always including representative books from foreign lands." In addition to serving those who can come directly to the library, such an institution should conduct a bureau of information and so render service to a much wider field than could be otherwise reached.

Periodicals.

Books on India and Indian periodicals. J. T. Sunderland. Lib. J. 33: 229-30. Je. '08.

A list is given of the Indian monthlies and dailies which would be most helpful in English and American libraries.

Editorial to order; magazines, their scope and influence. Ind. 65: 796-8. O. 1, '08.

"It is sometimes said that the magazine is driving the book out of existence. That is not correct, because more books are published every year, but it is true that they are becoming less important in comparison with periodical literature. . . . If you go into the chemical library of a large university you will see the walls lined with shelves full of sets of journals, but you will find only a dozen or so books, and of these the only ones used much are dictionaries or compendiums, mere indexes to the periodicals. If you go into the workroom of some great leader of thought, a statesman, preacher, sociologist, editor, educator or author you will find stacks of unbound pamphlets, files of clippings and yards of magazines, but very few books in the ordinary sense of the word. . . . In fact, it would not be altogether unfair to estimate a man's intellectual activity by the ratio of unbound to bound volumes in his working library. We would also say without an exaggerated exaggeration, that the librarian most useful to his community is the one who makes the most use of his periodical index. . . . Nowadays most ideas of importance appear first in periodicals. A large and increasing proportion of our books are merely collections of magazine articles by the same author or on the same subject. . . . The magazine represents intellectual activity in its terminal bud. Its function is to work over old plots into new stories, to rewrite biography and history in accordance with the tastes of the times, to resurrect forgotten truths, to make crude information palatable, to convert abstract science into applied science, to throw a searchlight into dark corners of the earth and dark spots of our civilization, to start new movements and to guide old ones, to wake up people who are asleep by sounding the burglar alarm, to twist around the heads of those who are looking backward over their shoulder; in short, to inspire, to instruct and to interest."

Periodicals; their value and use. (Leaflet no. 3.) T. 12p. pa. Iowa lib. com.

Progressive index to periodicals. H. A. Twort. Croydon Crank. 1: 31-2. Ap. '08.

A plea for libraries to make their own indexes to periodicals. "An index can easily be made by marking with the classification numbers the articles in all the magazines as they are received. The titles can then be typed or written onto slips in the catalog form, and the slips can be arranged in the same order as the classified catalog and placed on a large notice board at the entrance to the magazine room. This board should have a series of pockets into which the slips can be placed with the titles visible. It should be labelled 'Contents of the monthly magazines,' or 'An index to current periodicals' and should be in as prominent a position as possible. As the index is only to the 'Current magazines' the slips are removed from the board at the end of each month and the new slips substituted. The old slips as they

Periodicals—Continued.

accumulate can be arranged in classified order and kept as an index to the magazines until the new volume of the Periodical index is published or as long as may be thought necessary. Many of the articles published in magazines are of considerable value and it may be desirable to preserve their titles in the general catalog. On the other hand the majority are of too ephemeral a character to warrant any reference further than a temporary entry. To distinguish articles of permanent value where a card catalog is in use, the titles can be entered on the ordinary catalog cards. Those of temporary value can be entered on slips. It is then easy to pick out the cards at the end of the year and insert them in the general catalog. The slips can be destroyed."

Registration of periodicals. M. J. Wrigley. *Lib. World*. 11: 33-4. Jl. '08.

The plan presented suggests a card catalog with separate files for the weeklies, monthlies and dailies, also for numbers which are not delivered promptly. "This card explains all that is necessary with reference to the periodical. There is the year, the title, when published, when due, by whom supplied, and its disposition." As each number is received it is checked off in the proper blank.

Substitute for binding periodicals. il. *News Notes of Cal. Lib.* 3: 280-1. Jl. '08.

When the library cannot afford to bind its periodicals, tie each volume with a tape or strong soft cord, passing it twice around, once near the top and once near the bottom. Then shelve the volume exactly as if bound. "Incomplete volumes which are needed for reference work may be tied in the same way and marked below the lower band to indicate missing numbers: e. g., Lacks Aug. 1906."

Use of periodicals. N. Y. Libraries. 1: 121. Jl. '08.

"There is no other way in which you can buy so much good fresh literature for so little money. Single series of articles taken from periodicals and made into a book often sell for several times the cost of the whole periodical for a year. There is no other way in which a library can build up a collection of material for popular reference work so quickly and so cheaply."

Photographic copying.

Photographic copying in libraries. J: Fretwell. *Lib. J.* 33: 223-4. Je. '08.

The article contains valuable information concerning the facsimile reproduction of texts by photography. Its advantages over the other methods are stated, also ways in which the expense of production may be lessened. The names of experts are given, with their prices, also the names of libraries which permit their treasures to be copied.

Picture bulletins.

How to make a picture bulletin. Ia. *Lib. Q.* 5: 52-3. O. '05.

Choice of subjects, materials to be used, aids to be consulted and the process to be followed are discussed.

Mounted pictures and picture bulletins. G. A. Child. *Conn. Pub. Lib. Doc. No.* 8: 50-1. 1901.

"The making of bulletins is another department . . . worth attention because thru the list of books we attach to them we hope to draw people to a wiser use of the library. You will probably have many pictures, small and large, which you will not mount, but will keep in large envelopes, labeled according to the subject of the contents, and arranged alphabetically. . . . From these you will draw for your bulletins. These we usually make and display on or before the birthday of some well-known charac-

ter, or some holiday or anniversary of a historical event. For a bulletin of Longfellow, have in the center the best portrait you can find of him, group around this other portraits, his birthplace, his later homes, places connected with him, scenes from his poems, anything suggested by his life and work, taking care not to have too many pictures or too small ones. . . . The point of the bulletin is not in the number of pictures you can display, but in the definite idea you can present. To make the connection between the pictures and the books of the library, and to lead to the books, add a list of works on the subject of the bulletin. Do not make it so long that it will be confusing, but add a note or two to the titles, as 'Gives a good account of his home life,' or 'Interesting to children,' or 'Discriminating criticism and estimate of his works.'"

Suggestions for anniversary and holiday bulletins. *Wis. Lib. Bull.* 2: 86-90. D. '06.

"The purpose of a bulletin is twofold—to educate and to advertise. It educates both the librarian and the reader, in that it teaches the librarian the resources of her own books, trains her artistic sense and ingenuity, and shows her the value of small things, while the attention of the reader is called to many subjects hitherto neglected or overlooked. New books circulate without much advertising, but a seasonable or suggestive bulletin will bring into prominence books along new lines both for cursory reading and for study. Bulletins are usually considered an adjunct of the children's rooms, but a dignified presentation of a subject in bulletin form is equally valuable for adults."

Thanksgiving picture bulletins. il. *News Notes of Cal. Lib.* 1: 347-55. N. '06.

The article shows what has been done in a number of California libraries in the way of picture bulletins. Bakersfield says "As to expense, the picture itself was taken from the cover of a Thanksgiving number of the Youth's companion of a year or two ago. The leaves around the picture were cut from the cover of the Thanksgiving number of the Woman's home companion, also of an old date. The cardboard used for the background I bought at the local bindery for 3 cents per sheet; the lighter colored cardboard came from the same source, price 2 cents per sheet; so that the actual outlay of money was only 5 cents. The paste we used is called Steck-O; it is a powder and can be purchased in 25-cent packages. There is enough powder in one package to make four quarts of paste. All directions for making the paste come with each package. It is made by the Clark paper and manufacturing company, Rochester, N. Y. We find it very satisfactory." The Fresno library reports "We have been using the picture bulletins a comparatively short time, and these have nearly always been used to call attention to a certain group of books. At first, the picture alone seemed to attract, but now the children are beginning to read the books given in the reading list. A bulletin and reading list on sea stories has been more successful than any yet used. Our expenses are small, being principally for mounting-board or paper. We use a light-weight cardboard or mat paper and either library paste or Le Page's glue; the paste is more satisfactory. We find we can get a good grade of heavy paper in many colors, at one of our job printing offices, for 4 cents a sheet. This does quite as well as the higher-priced paper from a stationer. So far, we have used only such pictures as we have on hand, illustrations from magazines, magazine covers, etc."

Pictures.

See also Decoration of libraries.

Mounted pictures and picture bulletins. G. A. Child. *Conn. Pub. Lib. Doc. No.* 8: 47-52. 1901.

"A few ideas as to collecting, mounting, and

Pictures—Continued.

classifying pictures and making bulletins may be of use to those who have not done this work. The best sources for material are the magazines and illustrated weeklies, Harper's weekly and Bazar, Ladies' home journal, Illustrated London news, and London graphic, but you will get many a treasure from illustrated book catalogs, prospectuses of books, guides and advertising matter issued by passenger departments of railroads and steamship companies and tourist agencies—a postal-card request will often bring you the latter. The Perry pictures, the Brown pictures, and the Syracuse blue prints can all be obtained for a cent each. If your library does not have plenty of duplicate copies of periodicals to cut up, as most libraries do not, ask thru your local newspapers for some of the magazines you know are accumulating in the attics of your town waiting for just such an opportunity to be used, and you will soon have all you can attend to. . . . This picture work must necessarily occupy a subordinate place, and be worked in at odd minutes, taken up as knitting work now and then. And why not use it as an opportunity to interest the schools in the library? You will want to look over the magazines yourself, marking with a cross the illustrations you wish saved, then ask several of the teachers if their scholars will cut them out. It could easily be made a delightful and suggestive task for them. They could also do the mounting for you. . . . You will find the following subjects the most useful; pictures by well-known artists, ancient and modern, you can hardly save too many in this line; pictures of people; of places; of buildings; animals, birds, and nature in general; historical subjects, especially those relating to local history; those showing characteristic costumes, particularly colonial; illustrations of knights, blacksmiths, millers, and miners for the kindergartners; scenes from Christ's life for Sunday-school teachers. Save any text which explains the picture, and paste it under it or on the back of the mount. . . . It is not worth while to spend much time or thought in classifying them. You will soon find thru the calls for them the most useful way in which to group them. In giving them out for circulation, issue practically any reasonable number on a card and merely count them, making a note of the number on the charging-slip. As subjects of interest arise, hang up these mounted pictures around the walls on a burlap screen, which you can have made inexpensively."

Printed catalogs. See **Catalogs, Printed.**

Public documents.

Author headings for United States public documents; a defense. W: L. Post. Lib. J. 33: 227-8. Je. '08.

R**Reading.**

Directing the taste of casual readers. I. Rosenberg. Pub. Lib. 13: 294-9. O. '08.

Notes on this article are given under the heading **Access to shelves.**

Reference books.

Reference books for the small library. M. G. Wyer. Ia. Lib. Q. 5: 205-7. Ap. '08.

A list is given of books that should be found in the reference collection in every small library. Only general works are given and no attempt has been made to list books on different subjects.

Reference department.

Reference issues. G. Mackenzie. Lib. World. 11: 159-60. O. '08.

A plan is presented for obtaining an accurate statement of the number of books issued in a reference department which has open access.

Reference work.

Amount of help to be given to readers.

W: W. Bishop. Lib. J. 33: 264-8. Jl. '08.

The average college freshman knows little or nothing of how to use the various helps in the library and, as a rule, very little attempt is made by the instructors to teach the students an intelligent use of the library. It then devolves upon the librarian and assistant to supply this want. As most readers ask questions at the loan desk, it is advisable that the reference librarian be in close touch with the loan desk assistants. "If the library is at all large, it is frequently helpful to have a small leaflet printed to explain the methods of securing books." It is also advisable to have some one in charge of the card catalog whose chief duty shall be to assist the reader in its use. "There are problems as to the amount of aid to be attempted in nearly every department of reference work and loan desk service. Many of them arise from the inexperience of readers—others from the insistent demands of scholars. We can provide against the first by the organization of our own force and by the gradual process of education in using books. The only limit we care to set to our response to the second sort is that of our means. Give us the men and the money and we will take care of the growing demands of the trained workers."

Reference work with schools in the Indianapolis public library. F. L. Jones. Lib. Occurrent, No. 12: 4-6. Jl. '08.

Notes on this article are given under the heading **Libraries and schools.**

Registration of librarians.

Professional registration. Lib. World. 10: 441-4. Je. '08.

This article is a discussion of the Jast-Sayers scheme for the registration of qualified librarians by the Library association.

Registration of librarians: a criticism and a suggestion. L. S. Jast. Lib. Assn. Rec. 10: 325-35. Jl. '08.

Mr. Jast argues that the registration of librarians in England should be in the hands of the Library association.

Rooms.

Library rooms and buildings. C: C. Soule. (Library tract, no. 4.) D. 24p. pa. 5c. '02. A. L. A.

"In starting a small library, a separate building is not necessary. A single room will often answer all purposes at first, especially for a neighborhood library whose users all know each other, and where books are mainly taken out for home use, and are not read on the premises. If there is any choice as to location, a cheerful and attractive room should be selected, near the business centre of the district to be served. Very little furniture is required for a start. Any kind of desk for records, one or two plain tables for magazines and newspapers, a few common chairs, lamps for evening use, and such simple shelving as any carpenter can construct, are all that will be needed." When two rooms are available "one can be used for the return, examination, issue, and record of books in circulation, and the reading of newspapers,—which entail bustle and noise; the other for consultation of reference books, and reading of periodicals, for which silence is desirable. Three rooms will allow further division, one for the circulating department (book-room), one for reference and quiet reading, one for periodicals or for children. When two or three rooms are used, they should if possible be opened together by broad doorways or glass partitions, so that a single attendant, seated near the junction of two rooms, or in the central room of three, may have complete oversight of the farthest corners, and be within reach of readers who want

Rooms—Continued.

to ask questions. Three rooms are as many as one attendant can watch and serve effectively. . . . When a library outgrows three rooms, it ought to have a building all its own."

S**School libraries.**

Best books for school libraries. A. Lacey. (In Annual report state board of Lib. Com., Mich., 1907. p. 136-8.)

"All literature placed before children should represent the various stages of development in the human race. For this reason all libraries—large or small— . . . should have the following: Fables, fairy tales, folk songs, lullabies, legends, tales of chivalry, myths, poetry, and romance, and may contain history, biography, travel, adventure, invention, natural science, useful arts, fine arts, fiction. . . . In the third and on thru the grades the child is able to read and to secure for himself the story from the printed page. The teacher now becomes the directing power. It is essential that she directs the child to read by authors and not helter skelter, hit or miss. And the author must be a real, living, throbbing personality, must be introduced to the child, and made acquainted much as we do in the social world." While the child "is acquiring the library habit, he should be directed to keep a list of books read and books to be read. This can easily be done because children like to do as grown ups and take readily and delightedly to the suggestion of small note books two inches by three inches which can be carried in the coat pocket. In the note book may be written the list of desirable books. This list should not be too long—not more than twenty or twenty-five books. As each title and author—always the author—is written, something of interest concerning the story or the author should be told. If time permits a general outline of the story may be given—always give an incident which appeals to the child, which enlists his sympathies, and arouses his curiosity, then it is only a matter of time and getting the book when he will read the story for himself. In giving the list of books, have the kind of stories well balanced; stories for boys, for girls, of animals, horse, dog, of children, of invention, or romance, of the sea, of war, of modern times, of ancient times, of national heroes, of travel."

Champaign county teachers and pupils library. K. L. Sharp. (Univ. of Ill. Univ. studies. v. 2, no. 6. p. 59-60.) Q. 122p. pa. \$1. '07. Univ. of Ill.

"At the close of the Champaign county teachers institute held in 1882, the sum of five dollars was left after the expense of the institute had been met. Since this sum belonged to the teachers, each one having paid a certain fee to make possible the holding of the institute, it was decided to put the money into books for the teachers, and fourteen volumes were purchased. . . . Since that time there have been made annual contributions to the library. The total annual income now varies from \$100 to \$200. . . . The books are kept in book cases in the county superintendent's office in the court house in Urbana. They are selected by the superintendent, but his selection has been based somewhat upon the requests that have come from the teachers. . . . Much use has been made of them as supplementary reading in the school districts. The organized by the teachers for their especial benefit, the children were admitted later and even the public may take books. . . . The influence of this library has been marked. Whenever books have gone into districts where there were no libraries, it has almost always followed that district libraries have been established."

Importance of public school libraries and how obtained. W. D. Hill. (In Annual report state board of Lib. Com., Mich., 1907. p. 143-50.)

"The primary work of literary culture must begin with the child and, in our homogeneous population, largely in the public school room, not however, merely with the formal, restricted study of the school classics now quite general, but by affording the child direct and easy access to a fairly liberal supply of choicest books for leisure hour reading, both in school and home. . . . No matter how well trained may be the public librarian nor how carefully chosen the library books, there arises a demand for the class room library that no general library can supply, as before implied. There should be immediately accessible for every class room at least a limited number of choicest books and magazines with which each teacher has so thoroughly familiarized herself that she may direct and inspire each individual child with proper ideals, taste, and appreciation in choicest literature; furnish him with immediate and attractive collateral as supplemental to the geography, language, history, etc.; supply his leisure moments with proper food for reflection and delight; and establish such correct reading habits that he shall go forth to the larger public library equipped for proper voluntary choice. . . . In the creation of library sentiment the teacher has a large piece. If, thru ignorance or penuriousness, no district library exists, the teacher may and should create a demand therefor. The enthusiastic study of the school classics, the reading and discussion of a few choice books from one's private library or other available source, or the loaning of the same to an interested pupil; tactfully making apparent the absolute necessity of adequate reference books; the establishment of reading circles wherein such benefits and necessities may be made apparent, all are means conducive to the education of a better public sentiment that shall open the hearts and purses of school officials and patrons. Where ignorance or stubbornness still prevails, many a library nucleus may be established by the giving of special entertainments. Once established, the maintenance and growth is not so difficult. Where it is made apparent to any community that they are actual financial losers in the apportionment of library funds by not maintaining a library, little difficulty should be experienced in inducing taxpayers to vote for the establishment of a library. In some score or more of instances we have had the satisfaction of knowing that such a word of explanation and admonition has induced movements for school libraries even where we were in no way directly interested. The advice to the school officers to spend a few dollars for books under the head of apparatus with the suggestion that such would be an easy means of showing the benefits and later securing a permanent library, has not infrequently yielded good fruitage."

Law relating to the establishment and maintenance of school libraries in Connecticut and suggestions in carrying out the law. C. D. Hine. Conn. Pub. Lib. Doc. No. 8: 176-90. 1901.

Principles of selection in purchasing books for school libraries. E. L. Parmenter. (In Annual report state board of Lib. Com., Mich., 1907. p. 139-43.)

Notes on this article are given under the heading Book selection.

School libraries. Conn. Pub. Lib. Doc. No. 5: 3-9. 1897.

The text of the law relating to the establishment and maintenance of school libraries in Connecticut is given together with an explanation of the actual working out of the law.

1 libraries—Continued.

ool library. A. Barter. J. Educ. (London.) 39: 710-2. O. '07.

purpose of a school library is two-fold; to provide the scholars with good recreation; second, to guide and foster their taste." The normal child comes to the library for recreation. "This recreation it is the duty of those who undertake the management of the library to supply, not by providing worthless literature, but by studying the needs of the pupils, and selecting the books accordingly, raising the standard of these as an index of literary appreciation rises." No system should be used to guide the pupils in their reading. "Everything must be done to suggest and influence, and the teacher should be untiringly on the watch for opportunities to bear upon his pupils."

ific literature.

also International catalogue of scientific literature.

ding signs. F. K. W. Drury. Lib. J. 1: 315. Ag. '08.

ordinary use, the small black and white is best. Certain sizes of cardboard should be used. 7 x 11 and 11 x 14 inches being preferred. Cardboard comes in sheets 22 x 28 inches. Type markers should be used to make letters, and special attention should be paid to the amount of space between lines in order to get proper display. For mounting the signs, they may be secured from firms supplying fixtures. These are not expensive.

libraries.

periences of a Vermont library. R. Crocker, jr. Vermont Lib. Com. Bull. 2-4. Je. '08.

sboro's good luck. D. Canfield. Atl. N. 102: 131-9. Jl. '08.

v to make a library attractive. C. M. Lewins. Conn. Pub. Lib. Doc. No. 8: -32. 1901.

tarting a library, every possible means should be used to attract the public to it. "If you get a room on the ground floor. A long flight of stairs has lessened the usefulness of a library. Use it for a library and nothing else. . . . Have two or three tables to begin with. Plain pine tables are good enough, and cheap. Comfortable chairs, some of them better than others. Subscribe for half a dozen magazines and papers at a dollar a year, like the Nation, Munsey's, Cosmopolitan, The Puritan, the Ladies' home journal, and the Youth's Companion, that is, more for grown-up young people than for children. If you have a little money, put it into the more expensive illustrated magazines or Harper's weekly, Frank and the Illustrated American. Do not try to get the heavier magazines, like the North American review. . . . Your first money should be spent for books on subjects that will be read. This year, for example, I should spend as much as possible for books on the late war, even if I did not buy another volume of history. A hundred dollars should buy forty good novels, thirty children's books and thirty volumes of war history, travel, electricity, house-building, and a few good biographies, with a book or two of reference, like the Webster's Dictionary of phrase and fable or the Familiar quotations. Scholars and students must wait. You cannot yet afford to book that only two or three of your readers will ever call for. Your shelves will be full of the plainest and roughest, but let your readers go to them. . . . In order to make your library attractive you must convince your public that there is something in it on every subject that any one wishes to know something about. The Tribune and the World almanacs at five cents each are worth much more

than their price. . . . 'The American agricultural year-book,' too, is much more than a farmer's manual, for it tells of our new possessions, and gives hints on the investment of property, and lessons in swimming, gymnastics, and the deaf and dumb alphabet. It is free to subscribers for the paper, and otherwise costs fifty cents. A dollar a year for these three almanacs will answer many questions in libraries which cannot afford large and costly encyclopaedias." The librarian should utilize her spare hours, when there are no patrons to wait on, in becoming acquainted with the books so that she may be better able to serve those who come to her for information.

State aid to libraries.

Work of some states for library advancement. A. E. Bostwick. Lib. J. 33: 213-8. Je. '08.

"The greatest amount of progress, apart from that made by individual libraries, is now due to action taken by the states—either by their governments or by their associated librarians. . . . A single central organization in such a country as the United States, can never be truly national. . . . It is only by affiliating with bodies that cover smaller units of territory or by dividing itself into local sections, or by holding frequent local conferences, or in some such way, that a so-called national body is able to come into close touch with all parts of the country. . . . It is for this reason that what the states are doing for public libraries is so much more important than what can be done for them by the federal government. . . . Library interests may be furthered in and by a state either through something done by the state government or by voluntary association or co-operation of the citizens. In the first category fall those things that are done by general or special legislation, by library commissions or by state educational institutions, including state libraries. In the second are the things accomplished by state library associations, by bodies such as the federated women's clubs, and by independent educational institutions recognized as of state importance." An interesting question is that of the best relationship between the official and voluntary library activities of the state as regards the publishing of proceedings, control of library schools, licensing of qualified librarians, etc. "The tendency is to lodge most of these powers in a state commission. . . . One of the most active bodies affiliated with the A. L. A. is the League of library commissions, through which the work of one state stimulates and reacts upon that of others. We may expect that the states will avail themselves more and more of this means of keeping in touch with each other."

State library systems.

State library system for California: a suggestion. J. L. Gillis. News Notes of Cal. Lib. 3: 227-8. Jl.; Same. Lib. J. 33: 316. Ag. '08.

"The time is ripe for the institution of a large library system, covering the state with the thoroughness of the public schools. . . . At the head of the system would be the state librarian, having powers of general supervision similar in many respects to those of the state superintendent of public instruction in his own field. A county librarian, who might well be at the head of the largest library in the county, would have duties corresponding to those of the county superintendent of schools. Each school district might be made the library district, with its librarian and collection of books drawn from the county library. . . . The great resources of the state library would be more generally at the command of the libraries and the people. The present activity in the establishment of county libraries would only be quickened; the day would not be far distant when the resident of the remotest country section would have in easy reach, not only the books of his district library, but also those of the county and state libraries."

Story telling.

Story hour. E. Lyman. Wis. Lib. Bull. 1: 4-6. Ja. '05.

"The inauguration of the story hour is but the grasping of an opportunity, first of all to give keenest joy to the child, and at the same time to set his standard for judging the value of other stories by those he hears, to give him a love for beautiful form, to introduce him to books he might never choose for himself and to bind him to the friend who tells him stories, so that he will feel a confidence in her suggestions. Before choosing our stories for telling it will be well to remind ourselves of our purpose in telling stories, namely, to give familiarity with good English, to cultivate the imagination, to develop the sympathy, and to give a clear impression of moral truth. With this purpose in mind we shall gather our children into groups whose ages are near, and will be reached by the same tales. We must be methodical in this as in all our library work, and have our campaign well planned before we begin."

Story tellers' league. World's Work. 16: 10413-4. Jl. '08.

"The Story tellers' league had its beginning during the summer of 1903 at the summer school of the South at the State university, Knoxville, Tenn. Out of the more than 2,000 teachers there, a group frequently met on the lawn at twilight to tell stories. These meetings had a serious purpose, but they were free and informal. The teachers sat on the grass, and each one told a story as she might feel disposed. . . . The attendance at these meetings grew from two dozen to two hundred and before the summer school closed a formal organization had been effected. The purpose of the league was to discover in the world's literature, in history, and in life the best stories for education and to tell them with love and sympathy for the children, and to bring together in story circles those who love to hear and tell a good story, the kindergarten teachers, church workers, children's librarians, and those whose hearts are afire with this work that they might impart its spirit to others. . . . Those who went out from the inspiration of those meetings were quick to seize upon its educational possibilities, and returning home organized their friends and pupils into local leagues for similar work and pleasure. . . . Now, there are dozens of such leagues reaching from New York to Texas. The interest the children take in the work reveals one of the greatest possibilities, for as a child likes to build a house with clay, sand, or wood, and in doing so educates himself, so he likes to take a word here and a phrase there and with voice and gesture build an ideal world, peopling it with life as he sees it. When a child or an adult retells stories that they have heard or read, they show reflection, meditation, self-reliance, creation, growth. A story never really becomes your own until you tell it to someone else."

Subject headings.

Australian cataloging. Lib. Work. 1: 69-70. Mr. '07.

T**Terminology.**

Terms and phrases used in library work. Lib. World. 10: 458-67. Je. '08.

Traveling libraries.

See also Book wagons.

Discussion of traveling libraries at the fifth annual meeting of the League of library commissions. Pub. Lib. 13: 276-7. Jl. '08.

"The postmaster is the ideal man for the position of local librarian, as he is in the habit of keeping records and everyone visits his office.

In the choice of a station in a home, one should be found to which people will be free to go. The busiest person in the community oftentimes proves the ideal librarian. A central location in the village should be secured, and if the post-office is found unavailable the interest of some storekeeper should be enlisted in the near neighborhood. In farming communities the library should always be located on the main traveled road and near the district school. Traveling libraries should not be located in school buildings if any other possible location can be secured, as older people do not visit the school, and the building is closed on Saturdays and during long vacations. The ideal method of locating a traveling library would be for the one in charge of the system to visit every community and canvass the whole situation before placing the library. Interest is best maintained by sending only fresh, interesting books to every community. In these days of rural free delivery, when farmers are taking daily papers, the library must be kept up to date. Letters of appreciation to custodians, when it is evident that much self-sacrifice of time and labor is given, and personal visits from those in charge of the system will do much in the way of encouragement. Records should be made as simple as possible and there should be no rigid enforcement of rules. Never allow a station to be abandoned without making every possible effort to secure its continuance."

Growth of traveling libraries. H. E. Haines. World's Work. 8: 5231-4. S. '04.

"With the development of the work under state commissions more care is constantly being given to the selection of books, and as a rule the traveling libraries represent good and entertaining current and standard literature. The day of the discarded volumes of sermons and school readers, which were thought good enough for missionary work, is over. The complaint is still made now and then that too many old and familiar books are sent out, but the lists and catalogs of traveling libraries are evidence to the contrary. New books and attractive editions predominate, while particular care is given to include the latest and best literature on special subjects—biography, history, nature books, etc."

Management of traveling libraries. E. D. Bullock. (Library handbook, no. 3.) 92a. 15c. '07. A. L. A.

Traveling libraries. F. A. Hutchins. (Library tract, no. 3.) D. 12p. pa. 5c. A. L. A.

There is "a great field for state systems traveling libraries in securing the establishment of free public libraries, in strengthening libraries in poor communities, and in developing the library spirit in all parts of a state. There seem to be other important fields for associations in sending out libraries: (1) to show their usefulness and create a demand for state systems; (2) to educate farmers to help support their neighboring city and village libraries; (3) to supply isolated communities beyond reach of public libraries."

Traveling libraries in Massachusetts. Morison. Cent. 62: 956-7. O. '01.

The article describes the work done by the Woman's education association of Boston sending traveling libraries to the isolated towns in the state.

Traveling libraries in Ontario. Lib. J. 33: 231-2. Je. '08.

Traveling libraries of foreign books. Wis. Lib. Bull. 1: 74-5. S. '05.

Traveling library and the country reader. M. H. Howlett. Wis. Lib. Bull. 1: 69-70. S. '05.

Traveling libraries—Continued.

Traveling library moral. *Scrib. M.* 33: 636-7. My. '03.

Travels of the book wagon. L. E. Stearns. *Wis. Lib. Bull.* 1: 14. Ja. '05.

Value of the traveling library in district schools. A. B. Graham. *il. Ohio State Lib. Bull.* 3: 10-3. My. '07.

"In 1900, the board of education of Spring-eid township, Ohio, became interested in libraries. Fifteen dollars for each of its twelve schools were appropriated." As soon as the books "were placed in the schools, parents as well as children became readers of the district school library. Each grade from the second to the eighth inclusive had something adapted to it. It was immediately found that books in simple dignified language for the upper grades were always welcome in the homes." But "the board of education had spent all and more than the law at the time permitted. No more could be spent that school year. The board decided to apply to the state traveling library for a box of books for each sub-district. The express charges both ways were willingly paid. Each box contained from thirty to forty well selected books. . . . Quite as many of them were used in the homes as in the schools. When the year had closed all were pleased with the new libraries. Everybody said 'Let another appropriation be made next year.' The second appropriation was made and the new books were soon in the schools. Calls were made also for the traveling library boxes. This time a special request was made that each box should contain two or three books on agricultural subjects. . . . The third year the full limit of the new township school library law was appropriated and a book case purchased for each sub-district. Two hundred and fifty dollars in addition to what had already been spent was making the total

spent in three years for each sub-district approach forty dollars. With such an amount of money quite a number of the excellent books that had been learned about by means of the traveling library were purchased that they might become the permanent property of the school. This year it was found that there were so many volumes in the traveling library boxes that could be found in the sub-district that it was decided that since the traveling library had so well served its purpose it would not be applied for. . . . The traveling library did four things for the township: It furnished a high grade of supplementary books; it provided free many books before they could be purchased; it brought to the farmer's door some of the standard works on agricultural subjects; it offered a variety of material and authors from which to select for permanent libraries."

U

University libraries. See College libraries.

V**Vacations.**

Vacation privileges. *Pub. Lib.* 13: 308-9. O. '08.

W

Workingman and the library. See Libraries
Use of, by the public.

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Material for Debaters, Study Clubs, etc. Special Collections on Popular Subjects

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Cromwell, Oliver	dum	Russia, Conditions in
Democracy	Insurance	Socialism
Disarmament	Ireland, Church of	Spelling Reform
Divorce	Japan, Religions of	Tariff
Domestic Economy and	Jews	Temperance
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Education	Lynch Law	Waterways
Egypt	Maeterlink, Maurice	Wireless Telegraphy
Enlargement of Navy	Meredith, George	Woman's Suffrage

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Vol. II

No. 4

Library Work

JANUARY 1909.

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LIBRARY WORK

VOL. II.

JANUARY, 1909

No. 4

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A Printed Catalog.

The difficulties attending the making of a printed catalog in a small library are so well presented in the following paper that we reprint it in full. If the printed catalog were not the ideal catalog no library would undertake its publication for that it is expensive and involves great labor is obvious at the very beginning. Moreover even with it the card catalog cannot be dispensed with because the printed catalog is so soon out of date and to print new editions inserting entries for late books is an expensive proposition. Very reluctantly the conclusion is reached that the card catalog must suffice. Yet thought harks back longingly to the immense convenience of the printed form. Right here comes up the question Are libraries compelled to do without it? The answer is Not if they are willing to cooperate in sharing the expense of a catalog made at one central place. The H. W. Wilson Company have proved that they can furnish such a catalog at a price far from prohibitive. They offer to print, and have printed for libraries, fiction catalogs of 2,000 titles at a rate of \$80.00 per 1,000 copies, or of 1,200 titles at \$60.00 per 1,000. This price is in marked contrast to the \$655.91 for printing alone mentioned in the following article.

The H. W. Wilson Company is soon to publish a juvenile catalog which can probably be made for libraries, (so as to include only their own books), at about the same comparative rate as the fiction catalog. Now if enough small libraries should enter into agreement to have their general

catalog printed for them in the same way they would save the cost of cataloging their books, of buying catalog cards, etc., and would have in most convenient form a catalog, the cost of which would be so low that even library patrons could afford to own their own copies. As new books are purchased the central office could be informed of the fact and entries inserted in new editions of the catalog brought out at frequent intervals. Meanwhile a temporary record could be made of the books for the convenience of librarians and patrons. The plan is feasible, it has been tried and has already proved satisfactory in the case of fiction.

A library is scarcely started before requests for a printed catalog are received. Often the same people repeatedly ask for it, soon the librarian and the board are under the impression that the best means to popularize the library and increase its usefulness is a printed catalog.

I shall give you the experience of this library. There had been no printed list, aside from the monthly bulletins, since the library was burned in 1899. It was felt that the work was really handicapped because there was no list that could be consulted away from the library.

The preparation of the copy for the printer took a great part of Miss Horne's time for nine months. Only new fiction and the books most needed were cataloged so that all possible time could be devoted to preparing the finding list slips. If she had not spent many extra hours the work would not have been accomplished in as short a time.

The copy was at the printers' over a month before they could begin work upon it. The printing took almost four months, during this time the cataloger stopped everything whenever there was proof to be read.

Between the finishing of the copy and the placing of the list in the hands of the public more than 2,500 books had been added; many books had been withdrawn which would not be replaced so that the list was out of date before our patrons saw it. Thus the finding list was never a true index to the contents of the library after it was published.

The above was the cost to the library in time and work, \$655.91 was paid for the printing of 2,000 copies. The rate for the printing of the second thousand was much lower than that for the first.

The cost of printing each list was a little over 32 cents, it is sold for ten cents; even at that low price only 466 copies had been sold up to the 27th of December—the first 14 months after its issue. This small fee protects the library from carelessness and unnecessary duplication

in the same family as there would be if the lists were free.

Some of the people who had criticized the library because of its failure to have a printed list were very slow to purchase a copy and then only after their attention was especially called to it. One regular patron of the library noticed the list soon after it was published, he had started to buy one when he read the date—June 1st, 1905, then he said, "Oh, it is old and out of date, I do not care for one."

Copies of the finding list are placed in the library so that they are convenient for use. The majority of patrons go directly to the open shelves, some consult the card catalog but comparatively few use the finding list. The dictionary card catalog is much simpler to use; after its seeming mysteries have been explained to a borrower he uses it in preference to any other library tool. One has the satisfaction of knowing that all books in the library are listed in the card catalog. Whether it is to know if a certain novel by a favorite author or book for serious study is in the library, people generally wish the latest. This information as well as fuller entries are to be found in the card catalog.

The monthly bulletins supplement the finding list but in order to find all the books on a given subject one must consult each bulletin since the finding list was sent to press.

The convenience of a printed list that can be consulted away from the library is the most potent argument in its favor. Patrons say they can make out lists of desirable books which anyone can bring to the library, they thus get books of their own selection and are saved the inconvenience of a trip to the library. A few readers have done this but the titles are more often taken from the bulletins and newspaper lists than from the finding list.

Supplements to the printed catalog should be issued every few years if the finding list is to be of any permanent value. A finding list slip is now made as each new book is cataloged so that the copy will be ready to arrange for the printer when needed. To judge from the use of the finding list it will be several years, at least, before this library will feel that it can afford to issue a supplement.

Unless the library has much money at its disposal which means time of the staff and money for the printer, a printed catalog is an extravagant use of means that could accomplish much more in other lines.

Our monthly bulletins are used more than the finding list on account of their timeliness. These also cost, but the library that cannot afford them need not feel discouraged because the lists published in the newspapers really seem the most effective. Newspapers are read by many more than bulletins or printed catalogs. The lists can be clipped and kept for use at the library or home.

The library of Cedar Rapids, Iowa, began to publish in a local paper a list of all the books on the shelves. It was announced that they would begin with the fiction and then go through the classes. Those who desired could clip these lists and gradually form a printed catalog. This advertised the library, the making of the brief

entries took little time and the printing was gratuitous. Local papers are always generous with space for library lists or news items.

We use all these methods. More people ask for books that they saw mentioned in the paper than for books from the bulletins.

The following editorial from *Public Libraries* for July, 1901, is a strong expression on the subject: "In a number of reports received recently it is noticeable that a large item of expense is the one for printing catalogs. A verification of the proverb that man learns only by his own experience is certainly found in this matter of printed catalogs. It often seems the more deplorable that those libraries that can least afford to tie up their means in, and use their time for a printed catalog are the very ones that adopt it."

A printed catalog, like an encyclopedia, is always out of date, for every week hundreds of new books are being printed and what was accepted as fact yesterday is upset by some new discovery or invention today. The printed catalog cannot be advantageously added to nor can obsolete entries be removed, and as a key to the storehouse it is inadequate. So far experience has shown that a card catalog in alphabetical order gives the most satisfaction, and now that progress has been made towards furnishing cards as wanted, there seems to be no excuse for a small library putting time and money into a printed catalog in book form."—*E. Joanna Hagey, Nebraska Library Bulletin, February, 1907.*

Medical Libraries and Periodical Indexes.

The December, 1908, number of *Public Libraries* contains an interesting article entitled *The story of one medical library*, by Carl E. Black of Jacksonville, Illinois. In it Dr. Black tells how for his own convenience he made a card index to the articles in about ten medical journals. This work was kept up for about ten years when it became impossible for him to take the time to do it. He then employed a trained nurse to go on with the indexing. Finally the usefulness of the catalog became so apparent to his colleagues in Jacksonville that they agreed to pledge \$900 a year for two years as salary for a librarian who should carry on the work. As a result Dr. Black turned over to the association his index of about 75,000 references. The plan followed "consists of making a card index, both by author and by subject, of all original articles and clinical notes. At least two cards, subject and author, are made for each article, and many articles require two or more subject cards in order that important matters contained in them may not be overlooked. As soon as a journal is received at the library it is immediately indexed and its subject cards filed under the proper class number and its author card filed alphabetically. We find it much more satisfactory to file the subject cards by classes than to file them alphabetically. This is especially true, as we have no standard medical sub-

ject list. As our index has increased in size it has been necessary for us to make an index to the classification. This index also answers the purpose of a subject list, if one wished to make an alphabetical index. That is, by combining our expansion of the Dewey classification and our index to the classification we have subject headings by which a uniform alphabetical index of medical subjects could be made. Our index to the classification contains nearly 14,000 subjects arranged alphabetically and preceded by the class number. By using the index the classification is made perfectly accessible to the physician whether he has any familiarity with the Dewey classification or not. The index also determines in advance for the librarian where a given subject is to be classified and this maintains uniformity. In order to increase the usefulness of the Dewey index for medicine it has been necessary to make a number of important changes and to establish two form divisions, the first of which supplies all the changes to which body tissues are liable, and the second the causes, symptoms, pathology, diagnosis, treatment, etc., of diseases and body conditions." Twenty-eight of the leading medical periodicals are indexed.

The plan proved so advantageous to Jacksonville physicians and has worked so well "that recently we have offered the facilities to the libraries of other medical societies and several have availed themselves of the offer. Most of the newer public libraries have graduate librarians in charge. Where this is true we have advised the medical society to secure a place for their library, as well as for their meetings in the public library building, and have offered to furnish them a duplicate of our index for \$125 a year, or about \$10 a month. This is almost the same as the cost of the journals. In other words, we are able to furnish a copy of our card index to the 28 journals for almost the same amount that the subscription for the journals costs. That is, any medical society can have the 28 medical journals on their tables and we will furnish a card index to the original articles and clinical notes in those at a total cost of about \$250 per year. There is no reason why the list of journals should not be greatly increased. It is simply a matter of dollars and cents. We are also able to furnish a card index of any journal or journals on any given subject. The great advantage of such a plan over any other which is now accessible is that the index is always up to date and is cumulative. All there is on one subject is in one place and it gives just what is in our library and accessible to the reader for immediate use. If one wishes to undertake more extended research into the literature of a subject the index published by the American medical

association, the Index Medicus and the Index to the surgeon-general's library are at the command of the reader. Two years ago while in London I visited the Medico-chirurgical library and found that the librarian there was just beginning in a very small way a classification by subject of selected articles in current medical literature."

When the price at which this card index is offered is compared with the price of a periodical index such as the Readers' Guide to Periodical Literature it brings out the fact that libraries are having such work done for them at an extraordinarily low figure. At the above rate the Readers' Guide with its ninety magazines as at present issued would cost libraries over \$325 a year, a price which would even then be far less than that at which each library could do the work for itself. Libraries are only beginning to learn the value of cooperation, for cooperation may consist in sharing the expense of having certain parts of library work which are practically the same in every place done at one central point.

A number of libraries are desirous of knowing what books on their shelves have been written by Roman Catholic authors. The Trenton council of the Knights of Columbus issued in 1908 a list of such books in the Trenton public library. The public libraries in Buffalo, N. Y., Homestead, Pa., Seattle, Wash., Milwaukee, Wis. and Racine, Wis., and the Enoch Pratt library in Baltimore have also compiled such lists.

The Wisconsin free library commission issued in November *The negro problem*, the first of a series of bibliographies on American social questions. A special price of 10 cents is made to libraries.

A patron, on being told that *Pilgrim's* progress was not in, replied: "Well, give me some other book about the Pilgrims."

A college student asked for *My window seat* instead of *My study windows*, since which time the student body has adopted the new name.

Said a library-school graduate: "The only plays of Shakespeare's that I ever saw acted were *Midsummer's night dream* and *The prisoner of Zenda*."

The sequel.—Uptown in New York City stands the bookshop where it is said a call was made for a volume of Anthony Hope's, soon after publication. The inquirer was not certain of the title, but thought it to be the "Indiscretions of an angel," I think. "No, we haven't that at present, but we have the sequel, *The heavenly twins*, replied the clerk.—J. R. A.

Periodicals Included

- A. L. A. Bull.—American Library Association Bulletin, 34 Newbury St., Boston.
- Conn. Pub. Lib. Doc.—Connecticut Public Library Document, Public Library Committee, Hartford, Conn.
- * For Folke-og Barneboksamlinger.—For Folke-og Barneboksamlinger. (Quarterly.) Kr. 1. Christiania.
- Ia. Lib. Q.—Iowa Library Quarterly, Iowa State Library Commission, Des Moines, Ia.
- Library, n.s.—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.
- Lib. Asst.—Library Assistant. 3s. Hugh Smith, Bishopsgate Institute, London, E. C.
- Lib. Assn. Rec.—Library Association Record. Single numbers, *2s. Whitcomb House, Whitcomb St., Pall Mall East, London, S. W.
- Lib. J.—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. Occurrent.—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.
- Lib. Work.—Library Work. 50c. The H. W. Wilson Company, Minneapolis, Minn.
- Lib. World.—Library World. 6s. 6d. Library Supply Co., 181 Victoria St., London.
- Minn. Pub. Lib. Com. Notes.—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.
- Neb. Lib. Bull.—Nebraska Library Bulletin. Nebraska Public Library Commission, Lincoln, Neb.
- N. Y. Libraries.—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- News Notes of Cal. Lib.—News Notes of California Libraries, California State Library, Sacramento, Cal.
- Ohio State Lib. Bull.—Ohio State Library Monthly Bulletin, Columbus, Ohio.
- Pub. Lib.—Public Libraries. \$1. Library Bureau, 156 Wabash Ave., Chicago.
- Vermont Lib. Com. Bull.—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wash. Lib. Bull.—Washington Library Association Bulletin, State Library, Olympia, Wash.
- Wis. Lib. Bull.—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.
- Zentralblatt für Bibliothekswesen.—Zentralblatt für Bibliothekswesen. M. 15. Otto Harrassowitz, Leipzig.

* We are indebted to Mr. F. G. Axtell, Librarian of Macalister college, St. Paul, for translations and digests of the articles in For Folke-og Barneboksamlinger.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current Library Literature

October to December 1908

Access to shelves. See **Open shelves.**

Accession.

Records necessary for the small library.
O. P. Coolidge. *Pub. Lib.* 14: 11. Ja. '09.

"If a library can provide but one record, the record which will furnish the most information in the smallest space at the least cost with the least expenditure of time, is the accession record, that is, the chronological list of the books in the library. Each book is entered in the accession record in the order of its receipt. The most satisfactory way of keeping this record is in the accession books supplied by the Library bureau. The condensed accession book, costing five dollars per 5000 lines, is sufficient. Every book (volume and edition) is listed on a separate line. The number of the line upon which the book is entered is taken as the accession number and this number is written in the book, usually on the page following the title page. The condensed accession book has space for the following entries: Date of accession, accession number, author's name, title of the book, place of publication and publisher, date of publication, paging, size, binding, source, cost, classification and book number, volume number and remarks. Some of these items may be omitted, particularly the paging and size, which require more time for entry than the others, but most of the items will be found useful for the correction of errors and for other information. Later, the binding items and the loss or withdrawal of a book should be noted. Thus the accession record shows the exact resources of a library and contains the entire history of every book. In libraries, where the minor records are not provided, the accession book may serve as a withdrawal, order and binding record, statistical record and gift book. The three most practical uses of the accession record are: (1) As a source from which the monthly and yearly reports can be compiled. (2) As a place from which to find the value of a book, which is lost and for which the borrower wishes to pay. (3) As a basis for insurance. In case of fire the insurance agent will demand a statement of the loss, and from the accession book, an easy record to save, the information needed can quickly be secured."

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bull. 2:223-5. S. '08.

Administration.

Combining administrative departments.
M. Dewey. *Pub. Lib.* 14: 21. Ja. '09.

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bull. 2: 222-31. S. '08.

American library association.

Papers and proceedings of the thirtieth annual meeting held at Lake Minnetonka. A. L. A. Bull. 2: 113-433. S. '08.

American library association publishing board.

Report, 1908. A. L. A. Bull. 2: 128-36. S. '08.

Bibliography.

Fugitive bibliography in relation to book selection. J. D. Young. *Lib. Asst.* 6: 192-6. O. '08.

One great difficulty which the book selector for the small library finds is the lack of small select bibliographies. Large bibliographies lack critical and evaluative notes, so essential to the librarian who must make a limited selection. A most valuable bibliography for the librarian of a small library can be compiled from lists given in the prefaces and introductions of books already in the library. "The average author is, as a rule, content in his preface to limit his remarks to the books which he has found most useful, and he frequently takes it upon himself to advise the young students (this is merely the author's modesty) as to the best books to use if the said young student wishes further to pursue his studies in the same subject. The author freely annotates all recommended books, and while it must be admitted that annotation is an art which does not admit of perfectibility, yet such annotations are probably the best obtainable. . . . The average bibliography which is added to a book on some specific subject is extremely imperfect. This, however, does not detract from its utility. The fact that the compiler of the bibliography has in all probability read—nay, even studied—the works mentioned therein, makes the annotations which are generally added most valuable." A bibliography, so compiled, may be safely used for all classes of literature, except science where the information given would be, for the most part, on obsolete books.

Binding and repairing.

Binding records. A. D. Swezey. *il. Pub. Lib.* 14: 5-7. Ja. '09.

The binding department of the University of Illinois library uses a card system instead of the usual binding book. The advantages are "that the card system permits an alphabetic arrangement of the volumes at the bindery, thereby making information of current binding easily accessible; saves labor in rewriting entries, and minimizes the number of records to keep and consult."

Fine art of bookbinding. C. C. Swift. *il. Outlook.* 90: 433-40. O. 24, '08.

Other side of the bookbinding controversy. C. Chivers. *Lib. J.* 33: 444-5. N. '08.

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bull. 2: 225-6. S. '08.

Report of the committee on bookbinding, 1908. A. L. A. Bull. 2: 173-6. S. '08.

Blind.

Report of the committee on library work with the blind, 1908. E. R. Neisser. A. L. A. Bull. 2: 216-21. S. '08.

State library for the blind. M. C. Chamberlain. N. Y. Libraries. 1: 142-3. O. '08.

Unusual experiences in the work of a blind librarian. B. H. Clark. Lib. J. 33: 393-4. O. '08.

"A most interesting feature in our special work for the blind is the readings which are held in the library building several times a week. These readings mean much to the people, for coming to the library means to them the meeting with their friends, as well as listening to the reading of an interesting book. The attendance varies from six to 10. That more people cannot be present at the readings is not because they do not care to come. It is because there is no one to guide them. The teaching of the adult blind is carried on in their homes, and this outside phase of the work is strange, but very interesting. We often learn thru those who come to the library of others who are in need of being taught to read, but the wider knowledge of those in need of teaching is found thru the New York improvement society and the pension list. The work has three divisions, seeking, visiting and teaching. When the names are obtained, it is never known in what class of life or how intellectual the persons may be. I have to first seek the person and judge for myself whether it is worth while to try to teach them. Often my judgment is wrong. My experience has been that in most cases it is not lack of intelligence on the part of the people which at first prompts them to say they do not care to learn, but deep despondency. I think this work which is being done for the blind thru the library will help many a man and woman to gain hope and self-respect."

Book buying.

Apportionment of book-funds in college and university libraries. T. W. Koch. A. L. A. Bull. 2: 341-7. S. '08.

Notes on this article are given under the heading College libraries.

Book buying for a small children's room. C. Burnite. Pub. Lib. 13: 360. N. '08.

Report of committee on book-buying, 1908. A. L. A. Bull. 2: 179-90. S. '08.

Suggestions for economy in book purchasing. L. Jeffers. Lib. J. 33: 494-5. D. '08.

"For transacting a large volume of business the most economical method in the purchase of American books is to secure discounts upon general classes. Eliminating sets and books of special character which we handle separately, American books are easily classifiable, as, fiction protected for the year of publication; all other fiction; net books during the year of publication; net books after expiration of protection; juveniles, text-books, scientific, and miscellaneous, which includes biography, travel, nature books, etc. Any dealer who desires to secure business is asked to quote the per cent of discount which he will give on each of these classes."

Book marks.

Laws of book borrowing. Pub. Lib. 14: 22. Ja. '09.

Book numbers. See **Call numbers.****Book prices.**

Report of committee on book-buying, 1908. A. L. A. Bull. 2: 183-90. S. '08.

Book selection.

See also **Fiction.**

Book selection. A. Arneson. For Folke- og Barneboksamlinger. 2: 35-8. My. '08.

There is no part of administration which makes greater demands on a librarian than does book-selection. He must have independent and intimate acquaintance with the field of literature; he must be able to choose and reject with authority; he must understand how to question specialists when his own knowledge is not sufficient; he must be in close touch with his time and his surroundings; if he does not know what his patrons are thinking, he cannot possibly know what they should read; he must understand how to follow up the interest of the moment; a newspaper article, a lecture to working men, any occurrence may give rise to good impulses, impulses which will die if they are not nourished by means of books. In the purchase of books tolerance must be displayed; a partisan library will never be a public library. (Translation.)

Books in relation to libraries. Lib. Asst. 6: 211-4. N. '08.

Books no public library should be without. E. E. Slosson. Ind. 65: 1559-62. D. 24, '08.

"In deciding what books to buy first, two general rules may be useful. First. The public library is intended to supplement, not to supplant, existing sources of literature. Its primary purpose is to keep on hand the books that are needed but cannot readily be obtained elsewhere. It ought not be merely a free news stand. . . . Second. In buying books begin at home and work outward, begin now and work back." The library should have "I.—Files of the local papers. There should be complete files of at least two of the leading weeklies or dailies of the town or county. It is not necessary to explain the importance of these for legal, commercial, historical and personal purposes. In order to find out how rare and valuable such a set is, it is only necessary to try to get one. Everything relating to local history should also be diligently collected, books, pamphlets, photographs, diaries and letters. This is the one line in which it is legitimate for a small library to specialize and acquire a unique collection. . . . II.—Next comes the state. Most of the material can be obtained free when it first comes out, but a few years later not for love or money. Get a complete file of governors' messages and departmental reports, the catalogs of the state university, the bulletins of the agricultural experiment station, the annuals of the state, historical, scientific, literary, religious, political and fraternal societies and conventions. . . . III.—The most recent and authoritative information about the United States and all foreign countries. . . . At least the special reports of the Census and the bulletins of the Bureau of American republics should be within the reach and cognizance of the librarian. The rest of the world is still more difficult. The latest volumes of the 'Annual register,' the 'Statesman's yearbook,' the 'International yearbook' and a set of Baedekers will be a good start. Books of travel should be bought with discretion. . . . IV.—Maps. Here is where libraries are very likely to be deficient, because maps are hard to find and difficult to handle when got." Every library should have the United States geological survey maps. "Then as far as possible get the maps that each government published of its own territory. . . . V.—Files of the leading English and American periodicals. This is the cheapest and surest way of making a library equal to any emergency call and the librarian who can handle his periodical indexes skillfully will get a reputation for omniscience that will extend into the neighboring counties. It is not at all necessary to buy back numbers, only to bind them from year to year, for the last ten years will cover most of the calls. . . . VI.—Recent scientific and technological works. Those over twenty years old may as well be burned up unless shelf-room is abundant and dusting is cheap.

Book selection—Continued.

... Select each book separately. Pay no attention to 'Wonders of nature' or 'The classics of science' even if the set does look pretty when the agent uncolls the chain of bindings. Any further money should be put in journals of original research which do not lose in value like books. The small library may well specialize in the technological literature of its local industries, keeping a good supply of trade journals and getting books that the manufacturer or mechanic or farmer will not sneer at." VII.—The classics. "However little they may be in demand the public library must have a tolerably complete set of the standard works of history, biography, fiction, poetry, and morality which form the sub-soll of our modern literature. . . . VIII.—Recent and authoritative works on pending questions. Here the book-buyer must be cautious and read between the lines of advertisements and even of reviews for an unlimited amount of money may be spent with little to show for it. . . . Iference to the periodicals will satisfy most readers, but those who are seriously interested will need thoro and comprehensive works. There should be in every library the best books on such subjects as prohibition, woman suffrage, labor, socialism, insurance, banking, tariff, race questions, international arbitration, etc., in most cases two or more works presenting opposing or divergent views."

Elverum public library. O. Schulstad. For Folke-og Barneboksamlinger. 2: 5-9. F. '08.

The committee thinks that a public library should be representative, that as far as is possible it should have all fiction which has been printed in our language and a selection of the best books in other departments regardless of the views and theories which they express. The management is clearly convinced that it has not the right to come forward as censor for the reading public. (Translation.)

Fiction in the public library. A. O. Jennings. Lib. Assn. Rec. 10: 534-41. N.; Discussion. Lib. Assn. Rec. 10: 558-64. N. '08.

Notes on this article are given under the heading Fiction.

Fugitive bibliography in relation to book selection. J. D. Young. Lib. Asst. 6: 192-6. O. '08.

Notes on this article are given under the heading Bibliography.

Librarian as a censor. A. E. Bostwick. A. L. A. Bull. 2: 113-21. S.; Excerpts. Ia. Lib. Q. 5: 226-30. Jl. '08.

Library membership as a civic force. A. C. Moore. A. L. A. Bull. 2: 373-5. S.; Excerpts. Minn. Pub. Lib. Com. Notes. 2: 128. S. '08.

Public library from the business man's standpoint. H: R. Hunting. Pub. Lib. 13: 335-7. N. '08.

"The library is for the people and the people should be considered in buying the books. Books that are suitable for the manufacturing town might not be suitable for the rural community." Books for reading and study should include reference books, text books, and books on different trades, occupations and professions. Books for character building would include the classics, "essays, biography, history, and books on theology and philosophy. . . . A great deal can be said both for and against the reading of fiction. . . . Statistics show that in England a greater number of more serious books are circulated than in this country. In Germany a scientific or a philosophical work quite frequently has a large circulation among the working people."

What shall libraries do about bad books; symposium. Lib. J. 33: 390-3. O. '08.

Bookplates.

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bull. 2: 226-7. S. '08.

Books, Care of.

Preservation of books in libraries. R. D. MacLeod. Lib. World. 11: 256-61. Ja. '09. (cont.)

"Cleanliness is a great factor in keeping a stock in good condition. The practice in some libraries of having just one time per annum for cleaning the books and shelves—at the annual stocktaking—is anything but conducive to the well-being of books. They should be subjected to frequent examinations—weekly at least—and the shelves kept quite free from dust. A certain number of shelves might be given into the charge of each of the younger members of the staff, and they held responsible for the care of the books and the cleanness of the shelves. Assistants, when doing this work, need not all be freed from counter-attendance, as the examination, etc., can be done each day during odd moments. By such a method as this, the librarian will have the satisfaction of knowing that the books as issued to readers are free from defects, such as loose leaves, loose plates, torn pages and the like. . . . Dust will be found the greatest nuisance to contend with. The tops of the books are the parts most affected by dust, and to clean these, it is best to take a few from the shelf, get their tops together, rest the books on their edges, and apply a brush to the tops lightly. If a newspaper be spread on the floor and damp sawdust scattered on it, or a box of damp sawdust be used the operation can be performed above the sawdust with success, the dust being caught as it falls. It is best to follow this top brushing by taking the volumes one by one, opening them, then closing them sharply, and if this is done carefully, no injury will result to the binding. . . . A good plan to follow is to have withdrawn for cleaning, repair, and replacement all books which you yourself would hesitate to read in their present condition. Your taste will most likely be more particular than that of an ordinary reader, and if you object to the condition of certain books and withdraw them, there will be no fear of the public or borrowers complaining. Show the assistants the kinds of books you consider should be withdrawn for cleaning, repairs, or replacement, and they will act for you. It occasionally does happen that a book is put into circulation in a defective condition. When this is observed, the assistant from whose section it came and the assistant who issued it should both be held responsible."

Borrowers' cards.

Simple forms for the loan system. C. E. S. il. Lib. Occurrent. 2: 5-8. O. '08.

An illustrated description is given of the application blanks, forms and readers' cards that are helpful for a small public library.

Work of the registration desk. S. C. Van de Carr. (Modern American library economy as illustrated by the Newark, N. J., Free public library, ed. by J. C. Dana, pt. 1, sec. 1.) il. O. 32p. pa. 25c. '08. Elm Tree Press, Woodstock, Vt.

Buildings.

Library buildings and their uses. J. Stone. A. L. A. Bull. 2: 355-9. S. '08.

Modern small library. E: L. Tilton. il. Inland Arch. 50: 72-3. D. '07.

New library building at Radcliffe college. C. Farley. Lib. J. 33: 440-1. N. '08.

Report of the committee on library architecture, 1908. A. L. A. Bull. 2: 178-9. S. '08.

Bureau of education.

Library of the Bureau of education in its relation to other pedagogical collections. W: D. Johnston. A. L. A. Bull. 2: 338-41. S.; Same. Educ. R. 36: 452-7. D. '08.

"The library division of the Bureau has been organized for the purpose of cooperating with other libraries in the service of students of pedagogy. . . . The Bureau of education library aims to strengthen pedagogical libraries in both universities and normal schools in three ways: (1) by enlarging their collections and improving their character, (2) by assisting the cataloging of their collections, and (3) by helping in their reference work. It will promote the building up of pedagogical libraries by the distribution of documents, periodicals, books, and pamphlets." In its collection it has thousands of duplicates which it offers to send free to such libraries as need them and have something to offer in exchange, tho the exchange is not always insisted upon. Further than this the Bureau puts its collection at the disposal of any pedagogical library that needs it; the material desired being sent under the franking privilege. The loans consist mainly of pamphlets and books in foreign languages. The Bureau catalogs all books required by it and catalog cards are distributed thru the Library of congress. "In the branches of service already described the aim is first of all to assist the librarian; in the reference work the aim is to assist educational commissions, boards and officials, and professors and students of pedagogy. Requests come to the Bureau for bibliographical information upon all classes of educational questions, historical and current. It is the duty of two assistants to answer these questions. All requests for information relative to current topics require references to periodical literature. For this reason 21 educational periodicals not indexed in the 'Readers' guide' or 'Library Index' have been systematically examined and indexed since the beginning of the year. Many questions may be answered by simple reference to the catalog of the library or to this index; others require special investigation. These answers are typewritten and copies filed for use in answering the same questions as they recur. Our correspondents sometimes call our attention to omissions in our lists. We shall, therefore, be able with the progress of this work not only to do more work but to do it better, and reference librarians will undoubtedly wish to refer to us more frequently some of their more troublesome questions."

Call numbers.

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bull. 2: 227. S. '08.

Care of books. See **Books, Care of.****Catalog cards for sale.**

See also Library of congress catalog cards.

Catalog signs.

Copies of various catalog signs. Lib. Occurrent. 2: 12. O. '08.

Cataloging.

Catalog rules: author and title entries; comp. by committees of the American library association and (British) library association. American ed. Q. 88p. 6oc. '08. A. L. A.

Report of the catalog rules committee, 1908. A. L. A. Bull. 2: 171-3. S. '08.

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bull. 2: 229-31. S. '08.

Thoughts on cataloging and catalogers.

A. Keogh. A. L. A. Bull. 2: 360-1. S. '08.

Thoughts on reference librarians, by a cataloger. C. B. Roden. A. L. A. Bull. 2: 361-70. S. '08.

Notes on this article are given under the heading Reference work.

Catalogs.

Library commission, the small library and the card catalog. A. S. Tyler. A. L. A. Bull. 2: 370-2. S. '08.

"With free access to the books and the shelf arrangement by the decimal classification the small library can serve the people adequately and well, with an author catalog, a title list of fiction, and of course a shelflist on cards, if by some means the librarian is able to give the library an atmosphere of welcome and knows her books. It does not seem essential, with a library of say under 2,000 volumes, that a dictionary catalog be made, when there are so many other things much more vital that take every moment of the librarian's time." If a card catalog is to be made, the subject analytic would be the most important one the library could have. "As to the fulness of entry on the catalog card" it is unnecessary to get the full name of the author, titles may be abridged, and all other information omitted except publisher, date and number of volumes if more than one. "No plan for records or catalogs should be introduced into a small library that will be an impossibility for the local librarian to continue, or that will become a burden in the future."

Charging systems.

See also Indicators.

Comparison of charging systems. M. E. Hyde. Pub. Lib. 13: 342-4. N. '08.

The points of similarity between the Browne and Newark charging systems are numerous. "In each system a book pocket is pasted on the inside of one of the covers of the book, to hold the book card when the book is in the library. The book card contains the book number, author, title and, possibly, the accession number. Below these items it is ruled in columns. On the fly-leaf opposite the book pocket is 'tipped in' a dating slip. The reader's card in each system contains the reader's registration number, name and address. The reader's cards are otherwise entirely different. The Newark reader's card is an actual stiff card, with the items just mentioned entered at the top, and having ruled columns below. In the Browne system, the reader's card is not a card at all, but simply a cardboard pocket similar in size and shape to the book pocket. It contains no ruled columns. It is designed to hold the book card moderately snugly when in the file. . . . Under the Newark system you select your book and lay it with your card on the desk in front of the assistant. She stamps the dating card, also your reader's card and the book card, and then writes your registration number on the book card in the column opposite the date just stamped. Your card is slipped into the book pocket and you may depart with your book. Later, probably the next morning, the book cards will all be arranged, counted for statistics, and then filed in numerical order under the date. When you return your book, the attendant sees that the dates on the dating slip and your reader's card agree, that it is fiction or non-fiction according as it was stamped in the fiction or non-fiction column and then stamps it off in the column opposite the charge. If you wish to draw another book, you take your card and go to the shelves, but if you do not wish to draw another book you may take your card home, but would do better to leave it to be filed away in the library. Whenever there is time the assistant will take the book card from the file, put it into the book pocket, and put the book on the shelf. In the use of the Newark system there is a loss as well as a gain. It is delightful not to have to wait for

Charging systems—Continued.

the book to be discharged; to simply have your card stamped, rush right to the shelf, get another book, have it charged, and be off in almost as short a time as it takes to tell about it. But it is somewhat agitating to feel convinced that the book you want is in that ever-increasing pile waiting to be discharged, and to have no reasonable hope of there being an opportunity to get at it before the next morning when the books will all be gotten into place again." With the Browne system "you either select a book from the open shelves or call for one from the stack. In either case the book and your pocket card are given to the assistant. She stamps the dating slip and the book card, and writes your registered number on the book card opposite the date. You move on with your book and the attendant slips the book card into your pocket card and when there is a moment's spare time, files the two in the day's file arranged under number. This file is arranged just like the Newark file, but is rather more awkward to handle, for the pocket cards make it at least three times as bulky as the Newark file. . . . When your book is returned, the assistant finds the book card in the file, verifies your name, and lifting the book card out of your pocket card hands you your pocket card and slips the book card into the book pocket. The book is now ready for the shelf."

Comparison of Newark and Browne charging systems; a correction. N. E. Browne. *Pub. Lib.* 13: 402-3. D. '08.

Modified Kennedy indicator. A. Webb. *il. Lib. World.* 11: 281-4. Ja. '09.

The charging system used in the fiction department of the Brighton public library consists of "an indicator in conjunction with a card-charging system; the indicator being utilized to show what books are in and out, worn-out, binding, and being replaced; and the cards to indicate what borrower has a certain book out, and the date the book is due for return. . . . The modus operandi of the issue and discharge of books at Brighton with this system is as follows:—A borrower having seen that the book he requires is in, fills up an application form on which is entered the borrower's name, ticket number and the number of the book he wants; he then tenders this form with his ticket at the counter; the assistant goes to the shelf for the book, and finds in the pocket the book card and 'tab'; the 'tab' is put into the indicator, thereby obscuring the number; the date the book is due for return is stamped on the issue label inside the book, on the application form, and on the book card which is inserted into the ticket, and the issue is complete with the exception that each day's issue (the tickets with the cards inserted therein) is sorted into strict numerical order by the book numbers; these cards are stored away in trays with date guides for each day's issue. . . . On the return of a book the procedure is very simple; on receiving the book, the assistant, guided by the date of return stamped in the book, and the book number, finds the card and borrower's ticket, which he returns to the borrower, thus exonerating him from all liabilities for fines or damage; the book card, together with the 'tab' from the indicator he places in the pocket and the book is returned to its proper place on the shelf."

Children's department.

Book buying for a small children's room. C. Burnite. *Pub. Lib.* 13: 360. N. '08.

Children's libraries in different countries. A. S. Steenberg. *For Folke-og Barneboksamlinger.* 1: 45-8. '07.

We see especially in American public libraries the children's department an object of care—some think of overmuch care. There results are reached far surpassing what we thus far have seen in Europe and methods introduced which place the American children's department in the van. The continent is 40 or 50 years behind America and England in the development of public libraries; therefore the

schools have been obliged to solve the problem of furnishing the youth with literature. In France the school library consists of (1) reference books, (2) instructive and entertaining books to be loaned to both children and adults. These books are selected by a committee of teachers, authors and officials. In 1902 there were 43,411 libraries, seven million volumes, and an output of 8 millions. In Germany there is now a lively interest in children's reading. Several teacher's associations have appointed committees to examine new books for children. These committees cooperate in publishing the *Jugend schriftenswerte* and in work with authors and parents. (Translation.)

Civic value of library work with children. G. Taylor. *A. L. A. Bull.* 2: 380-1. S.; Excerpts. *Minn. Pub. Lib. Com. Notes.* 2: 129. S. '08.

Library membership as a civic force. A. C. Moore. *A. L. A. Bull.* 2: 372-80. S.; Excerpts. *Minn. Pub. Lib. Com. Notes.* 2: 127-9. S. '08.

Stories of the pictures in the children's room. S. M. Collman. *S.* 16p. pa. '08. Cincinnati public lib.

Children's librarians.

Training of a children's librarian at Pittsburgh. F. J. Olcott. *A. L. A. Bull.* 2: 213-6. S. '08.

Notes on this article are given under the heading *Library schools.*

Children's reading.

Amateur's notions of boys' books. E. L. Pearson. *A. L. A. Bull.* 2: 158-62. S. '08.

How New York guides its children thru good reading. C. G. Leland. *il. Harp. W.* 52: 12-3. D. '08.

Norwegian school libraries. N. Rolfsen. *For Folke-og Barneboksamlinger.* 1: 17-22, 41-4. '07.

Children's libraries must undoubtedly begin with entertaining. Entertaining books increase the desire for reading and give readiness in it; they are for school children what a journey abroad is to those who have learned a foreign language. But there should also be instructive children's books. Scholars competent to write such books should do the work. Of material there are veritable mines in history, zoology, geography, etc. This material must be chosen, however, with insight and pedagogic skill and be treated with literary art; otherwise the work will be in vain. (Translation.)

Reading of children. *Nation.* 87: 307-8. O. 1, '08.

Classification.

Application of exact classification to shelf arrangement. G. A. Stephen. *Lib. World.* 11: 251-5. Ja. '09. (cont.)

"The term 'exact classification' in library parlance is applied to any systematic scheme of book classification, whereby books upon a specific subject (or cast in a literary form) may be grouped together in one place and the groups arranged in an order which secures co-ordination of subjects and of classes. . . . There are numerous systems of exact classification in existence but . . . the field of choice, so far as public librarians are concerned, practically comprises the following:—Dewey's Decimal classification. . . . Cutter's Expansive classification. Brown's Adjustable classification and his Subject classification. . . . A system of classification having been chosen and the practical work of classification begun, there immediately arise several questions, chiefly regarding the limits of coordination, which must be considered and decided upon. . . . There are numer-

Classification—Continued.

our books which treat successively of several different topics, a book on one subject may be bound with another dealing with an alien subject, and there are series of books which, for several reasons, it may be considered undesirable to split up. . . . The usual method of treating composite books is to place them in the division or class which will best contain them. Books, for example, dealing with two or three main classes, whether in whole or in part, are placed, not amongst the general encyclopaedic works, but with other works on one of the subjects dealt with. The class into which any such book should go must be decided by the classifier, who has three courses open to him: (1) he can accept Brown's rule that "The author's description on the title-page is to be accepted as the authority for the relative importance of classes, the first subject word being always taken"—this rule is not always satisfactory, as many authors in choosing the titles of their works do not give sufficient consideration to the relative importance of the subjects dealt with; (2) he may be guided by the number of pages, placing the book in that subject which has the greater number of pages devoted to it; (3) he may place the book in the class where he considers the book most useful."

Arrangement of law books. L. H. Sage. A. L. A. Bull. 2: 296-8. S. '08.

Notes on this article are given under the heading Law libraries.

Decimal classification for history, geography, biography and genealogy. Bull. de l'Inst. Internat. de Bibliographie. 8: 87-124. '03.

Clubs and libraries.

Study outlines. 23v. D. ca. 25c. '07-'08. Wis. Free lib. com.

Contents: no. 1. Japan; no. 2. Russia; no. 3. Canada; no. 4. Travel in England and Wales; no. 5. Travel in Scotland and Ireland; no. 6. French history; no. 7. Modern Italy—History; no. 8. Shakespeare's King John; no. 9. Shakespeare's King Richard Second; no. 10. Shakespeare's King Henry Fourth, pt. 1-2; no. 11. Shakespeare's King Henry Fifth; no. 12. United States history—Discovery and exploration; no. 13. United States history—Colonial period; no. 14. United States history—Revolution; no. 15. United States history—Formation period, 1783-1817; no. 16. United States history—Expansion period, 1817-1860; no. 17. United States history—Civil war and reconstruction, 1860-1876; no. 18. United States history—From reconstruction to date, 1876-; no. 19. Travel in the United States; no. 20. French art; no. 21. American literature; no. 22. English literature—Early Victorian period; no. 23. History of Wisconsin, 1634-1908. The Shakespeare series are not available to libraries and clubs outside of Wisconsin.

College libraries.

Amount of help to be given to readers. W. W. Bishop. A. L. A. Bull. 2: 327-32. S. '08.

Apportionment of book-funds in college and university libraries. T. W. Koch. A. L. A. Bull. 2: 341-7. S. '08.

A plan which has proved successful in one of our western universities is to have no "definite formal division of the unrestricted funds for books, binding and periodicals. . . . The library board decides which departments shall share in the book funds and the head of each department understands that he is to submit order cards for all books wanted, with no thought of what funds may be available. These are purchased as far as funds will permit, care being taken that no unreasonable amount (the librarian being the judge) be spent for any single department. The general library figures as a department and is always the largest spender. The apportionment of funds therefore so far as there is one, rests entirely with the

librarian, but with appeal to the library board from any unsatisfactory decision. . . . No fixed sums are ever set apart for any department; the entire plan is to a certain extent automatic and within right and reasonable limits the sum each department gets is determined by the number and urgency of its manifested wants. The librarian keeps a department account book which shows the sums spent for books, binding and periodicals, by every department during every year. . . . The figures for single departments are sometimes used with the head of that department to tell him how much he has had during the year or to show him that he has more than some or any other department or quite as much as his share." If, in using this plan, it becomes necessary "to restrict professors in certain departments, after showing them from your account book that their departments have had a full share, go over all their order slips with them and ask them to mark titles in the order of desirability for future purchases as fast as funds permit."

Central bureau of information and loan collection for college libraries. W: C. Lane. Lib. J. 33: 429-33. N. '08.

Notes on this article are given under the heading Loans, Inter-library.

Open shelves for university libraries. E. C. Richardson. A. L. A. Bull. 2: 323-7. S. '08.

Problems of a college library. A. V. Babine. Pub. Lib. 13: 340-2. N. '08.

A college library should have, first of all, a building adapted to its purpose, near the other college buildings and removed from any noises that may distract attention. Next it should have a convenient and comfortable reading room where professors and students may consult reference books and prepare their lessons. It should also have seminary rooms where those books needed by professors and advanced students for their special line of study may be found. A dictionary catalog which fully represents the contents of the stacks is essential. "The staff of a college library must possess among and above others, one important qualification—familiarity with foreign languages. The character of the books that come to a college library makes this qualification necessary." The "library ought to be, to a good extent, a library school, especially for the prospective teachers, some of whom may have to take charge of school libraries and to regret their unfamiliarity even with the elements of the library management. . . . A college library ought not to refuse to give instruction in practical accessioning, classifying, cataloging and other details of library work."

Contagion.

Contagious diseases and the public library. N. Y. Libraries. 1: 144-5. O. '08.

A number of libraries observe "the following rule: Arrangement is made with the health officer to notify the library immediately on the appearance of any contagious disease in a household. The loan of books to such a household is stopped until notice is received that all danger is passed. All books which have been in homes where any contagion is reported are either destroyed or thoroughly disinfected. In some cases the work of destroying or disinfecting is done by the health officers; in others by the librarian. With various slight modifications the procedure thus outlined is followed now by practically all public libraries. An additional precaution observed by many is to send notice immediately to any home where contagion is reported, ordering that no books be returned till further notice and stating that all fines will be remitted for books thus retained."

Cooperation.

Central bureau of information and loan collection for college libraries. W: C. Lane. Lib. J. 33: 429-33. N. '08.

Notes on this article are given under the heading Loans, Inter-library.

Cooperation—Continued.

Recent developments of library cooperation. E. A. Baker. *bibliog. Lib. Assn. Rec.* 10: 660-77. D. '08.

The schools in England are knit together in an organic system, but public libraries are isolated establishments working by as many different methods and systems as there are distinct authorities. The most serviceable kind of cooperation entered into so far is the Library association. The annual Best books list should be enlarged until a guide is published that will compare with the A. L. A. catalog of 8,000 volumes. In the United States the Library of Congress catalogs each book once for all and other libraries subscribe for the catalog cards. Such a scheme would be a vast economic saving to English libraries. Bibliographical cooperation is exceedingly desirable. Libraries should give homes to educational bodies, institutes, and associations and should cooperate in the university extension movement. Libraries in large cities, as in London for example, should coordinate and work together. Cooperative library exhibitions have proved very successful.

County extension.

County free library extension—the Sacramento plan. L. W. Ripley. *News Notes of Cal. Lib.* 3: 303-4. O.; Same. *Lib. J.* 33: 445-6. N. '08.

"The system may be briefly outlined as follows: All residents of the county are to have the use of the public library under the same conditions, rules and regulations that govern city residents. Deposit stations will be maintained at suitable points in the county, each station being supplied with a collection of fifty or more books. A system of weekly exchanges will be arranged between the main library and the stations, the expense of carriage to be paid from the county extension fund. All books in the circulating department of the library, together with new books bought for the purpose, will be considered in making up the collections. If possible with the means supplied, the opportunity will be offered to the district schools to open direct relations with the library. In operation, the county library will be managed as a part of the city library system. Books purchased for the deposit stations will be ordered, accessioned and cataloged with books for the main library. . . . The work at the stations will be made as simple as possible. The Browne charging system will be used. Applications for cards may be filed with the custodian, who will send them to the main library for entry. Books may be drawn as soon as the applications are filed, temporary checks being issued by the custodian for use until the cards are sent back from the main library. A separate register will be kept of county borrowers and a distinctive card issued. The only statistical report required from the deposit custodian will be the total number of loans made each week."

Decoration of libraries.

Interior decoration. W. Walter. *Lib. Assn. Rec.* 10: 649-59. D. '08.

Documentation.

Institut international de bibliographie. F. Weitenkampf. *Lib. J.* 33: 403-4. O. '08.

A document is "defined as anything which represents or expresses, by the aid of any signs whatever (writing, image, diagram, symbols), an object, a fact or an impression. They register all that is discovered, thought, imagined, projected, from day to day. The documentary method draws from these documents the facts necessary for study and research, thus truly offering to the student the collaboration of all who have previously worked over the same question. A division of labor and a more complete utilization of acquired results is thus

made possible. Documentation, therefore, is the systematically organized intermediary between the public and the documents. The necessity of systematic organization in documentation is imposed by the existing and continually increasing considerable mass of documents (about 150,000 books and 4 to 500,000 magazine articles annually), the fact that the material is not centralized but scattered in the libraries of the world, the very faulty nature of the inventories (catalogs wanting in many libraries or not up to date), insufficiency of old methods, growing need of information as efforts 'internationalize,' the 'raw material' nature of the documents even when made known to the searcher." The Institut international de bibliographie "has gradually developed to the point of purposing to become the institution charged with internationally organizing documentation, a task necessitating a permanence, a continuity and a fullness of effort surpassing the possibilities of individuals and even of the groups of a single country. Organized on the bases here described, universal documentation would truly become in its collections and its different repositories, a vast intellectual mechanism destined to class and condense scattered and diffused knowledge, and to distribute it wherever needed. It would constitute a vast application of the ideas of cooperation, division and cooperation of efforts. It would constitute a work of capital importance assuring the extension and continuity of international intellectual relations."

Science of books and documentation. P. Otlet. *Bull. de L'Inst. Internat. de Bibliographie.* 8: 125-47. '03.

The author "outlines the science of books in its various branches, and the need of systematic study of documentary material."—*Lib. J.*

Education, Bureau of. See Bureau of education.**Fiction.**

Classic fiction: a study and comparison of 13 "lists of best novels." N. L. Goodrich. *N. Y. Libraries.* 1: 140-1. O. '08.

Fiction in the public library. A. O. Jennings. *Lib. Assn. Rec.* 10: 534-41. N.; Discussion. *Lib. Assn. Rec.* 10: 558-64. N. '08.

"The function of a public lending library is to provide good literature for circulation among its readers, and the same test must be applied to its works of fiction as to the books in its other departments: they must have literary or educational value. . . . Every public lending library should be amply supplied with fiction that has attained the position of classical literature, such as the works of Scott, Dickens, Thackeray, George Eliot; and among more modern writers, Stevenson, Kipling, Meredith, Hardy. These names are, of course, merely given by way of illustration, and each library must be allowed to make its own rules as to admission into the charmed circle, provided that it can satisfy its conscience that the suggested test has been applied. . . . The provision of mere ephemeral fiction of no literary value, even if without offense, is not within the proper province of a public lending library."

Fiction library. *Pub. Lib.* 13: 411. D. '08.

"The tendency among librarians, as among other educational institutions to-day, is to specialize, and I would give the fiction library full recognition. I would even where possible, give it a separate building with special attendants specially trained for this work, make the building as attractive to fiction lovers as possible and secure the cooperation of the readers in the matter of buying new books. With proper-

Fiction—Continued.

ly trained attendants in this field it would be possible to classify fiction and even to paste in each volume a typewritten list of other books dealing with similar subjects to be found in the library. Thus, historical novels would contain a list of the best histories of the countries referred to or biographies of the characters mentioned in the novel, or histories of battles, and so on."

In defense of Emma Jane. J. D. Brown. Lib. World. 11: 161-6. N. '08.

If novels were only to be chosen for their educational, literary and moral value, the result would be to drive the people from the public libraries. In the first place, the selection made would be so limited as to be exhausted in a short time even in the small libraries. Secondly, this class of fiction would not appeal to a large part of the reading public. "No matter what the aims of public libraries are supposed to be, all kinds of tastes and powers of appreciation have to be considered in libraries, just as they are taken into account in daily life in such matters as food and drink. There are thousands of people to whom the insipid and commonplace, or merely clever, alone appeal, just as there are people who prefer unsalted mashed potatoes to caviare and Hindoo pickles. . . . The great majority of public library novel-readers are women, and it is impossible to get many of them to read authors like Turgenev, Balzac, Scott, Thackeray, Cooper and others of even a lower literary standard. They want novels of every-day life, written for women by women, in which the story completely overshadows style, educational intention, and even conventional morality. . . . The clear line is certainly for library committees to provide novels of every kind by authors of repute, and to exercise care in keeping those of a morbidly sexual tone from boys and girls. If this is done with discretion there need be no fear in the public mind that municipal libraries will become engines for the destruction of conventional morality or the distribution of inferior literature."

Foreign languages, Books in.

Books for the immigrants: Swedish. A. G. S. Josephson. Lib. J. 33: 505. D. '08.

"French, German and Spanish books almost any of the large importers carry in stock and can supply you with lists from which to select titles. . . . Italian books. These usually have to be imported. Stechert, Lemcke & Buechner, Dryssen & Pfeiffer, and Brentano have small stocks but at rather higher prices than the two Italian dealers in New York, Vanni, 548 W. Broadway, and Francesco Tocci, 520 Broadway; but at these places the books usually are unbound. The dealers, however, will have them bound for you at a reasonable price, and this takes less time than to have them imported bound. The Italian publishers all issue excellent catalogs, usually indexed in a way few of our American publishers can touch. The majority of the Italians coming to this country are entirely illiterate, which is synonymous with saying they come from southern Italy; but when they read at all, they read the best class of literature read by any immigrants, except the Bohemians. . . . The advantage in buying translations of English authors in all languages is the ability it gives you to get readers to take the book in both languages and read them together, which enlarges their vocabulary immensely. Dutch books. Mr. Martinus Nijhoff, Nobelstraat 18, The Hague, keeps a good stock and is very obliging. . . . Hungarian books. The large importers say these can not be bought in this country, tho we got a fairly satisfactory lot from Hugo Lederer, 53 Avenue C, New York, which we selected from what is known as the 'Franklin library,' a collection published a few years ago for an exposition in Budapest and containing many good authors and translations from English, American and French authors. . . . In importing Hungarian books direct, we have found Reval Bros. of Budapest obliging and helpful. Russian books. These are not difficult to procure. Stechert,

Lemcke & Buechner, and Dryssen & Pfeiffer have small stocks. . . . Bohemian books. These we have bought from E. Velebil, 341 East 75th street, New York, and also from a Geringer, 150 West 12th street, Chicago, who is the publisher of the most popular Bohemian papers in this country, the Svornost, a daily and Duch Casu, a weekly similar to our Life. If importing direct, Joseph Vilimka of Prague will serve you. . . . Polish books. These may now be bought in New York from Dr. Vorzimer, 5 St. Marks place, who is the representative of the two largest publishing houses of Poland, Gebethner & Wolff of Krakow, and Altenberg of Lemberg. Polish books bought in Warsaw are subject to the censorship of Russia and those imported through Leipzig are liable to be confiscated by Germany if too patriotic in character. . . . Slovak books. While the term 'Slav' is applied in a broad way to cover the Russians, Poles, Bohemians, Ruthenians, Lithuanians, Croatians, Dalmatians, Servians, Roumanians, Slovenians and Galacians, in speaking of Slovak literature, I mean that of the people from that part of Europe surrounded by the Tatra range of the Carpathian mountains. . . . We bought from Rovnlanek & Co. of Pittsburg and New York, and Gaspark of St. Martines, Galacia, but all the books are poor in type and paper and have to be bound. Yiddish and Hebrew. The Jews are great readers and soon learn English. . . . We purchased from the Bloch Pub. Co., 738 Broadway, New York; Katzenelenbogen, 60 Canal street, New York; Druckermann, 52 Canal street, New York, and the Hebrew Publishing Co., 122 to 128 Leonard street, Brooklyn. . . . Steiger & Co., of 25 Park place, New York, have a very good catalog of dictionaries, grammars and interpreters in almost every known language. . . . To catalog our foreign books, we make brief author and title cards, typewritten, as that is easier for the foreigner to read than script. Hebrew and Russian cards have to be written by hand. We keep each language separate in the drawers of the cabinet and for the English catalog we simply make an author card, with 'see' Polish, German, Hungarian catalog, as the case may be; these seem to answer all purposes. We keep all the foreign books of each language together on the shelves, and every one has access to them."

Library and the immigrant. J. M. Campbell. N. Y. Libraries. 1: 132-6. O. '08.

Government documents. See Public documents.**Historical societies.**

State and local historical societies. G. S. Godard. A. L. A. Bull. 2: 298-303. S. '08.

"Historical libraries and societies whatever their name or nature therefore seem to have one common end and purpose which is both a duty and a privilege: viz. to rescue from the danger of destruction perishing memorials of past and present life and to bring these several memorials to a common center where they may illustrate and enrich each other, and so arranged that they are available to the most exacting investigator and the humblest reader."

Indexes.

Engineering periodicals and the card index. H. W. Hibbard. Western Electrician. 40: 95. Ja. 26, '07.

"Even when one has the annual indexes of his engineering papers bound up with the volumes, it may be a search of hours to unearth

Indexes—Continued.

an article whose general subject or whose most valuable details are more strongly impressed upon the memory than its title appearing in the index. . . . The card index will obviate the difficulty, giving ready access to what has been read by its maker, recording information in the form best adapted to his professional needs." In making the card catalog, cross-index liberally. "Add a short description of the article with your opinion of its value or applications." The card must show enough "to give the future searcher after information some discriminating idea of the article and whether it will pay to read it."

Mechanical engineering index. W. W. Bird and A. L. Smith. Trans. of the Am. Soc. of Mechanical Engineers. 28: 675-95. '07; Same cond. Power. 27: 35-6. Ja. '07.

A description is given of an index in use at the Worcester polytechnic institute. "In general the index consists of a series of tab cards on which are printed the names of the various subjects connected with mechanical engineering. All of these cards are arranged in alphabetical order. . . . The card may be simply a directory card with directions for finding the required information. If, however, the card says, 'See also,' then the references are simply suggestive, while back of the tab card itself are the regular index cards." The work of indexing is done by the instructors. All of the engineering papers are apportioned among the instructors so as to enable each one to have, as far as possible, the literature pertaining to his speciality. To secure uniformity, a record is made on a special card on which the specifications necessary to describe the article are noted. "Inasmuch as the title of the article does not always indicate the matter for which it is recorded, the reader prints on the upper edge of the card the title and sub-titles which will determine its place in the index. Each reader is supplied with a list of the index titles. . . . These cards properly filled out are brought into the weekly department meeting, and the articles having special interest are discussed in an informal manner."

Story of one medical library. C. E. Black. Pub. Lib. 13: 397-401. D. '08.

Notes on this article are given under the heading Medical libraries.

Indexing.

Indexing and filing machine drawings. J. J. Harman. Engin. News. 57: 151-2. F. 7, '07.

A description is given of the system in use in the mechanical engineering department of the University of Illinois.

Indicators.

Chivers indicator adapted as an author indicator for fiction. W. Brown. il. Lib. World. 11: 243-4. D. '08.

"The mode of working the indicator is as follows. Every borrower on joining the library receives a ticket; a book being required, the indicator is consulted; under Ainsworth, 1A2 is underlined white showing the book to be in; by referring to the catalog or indicator key, the name of the book is given; it being the book required the borrower gives the number to the assistant, who withdraws the tab and places it in the pocket of the borrower's ticket; he then fetches the book, stamps the date of issue on the fly label and issues it. That completes the transaction for the time being. Afterwards, the tickets are sorted in author order, and placed in a tray bearing the date of issue. When a book is returned, the assistant first examines it, by the date he then sees when the book was issued, he goes to the tray having the tickets in it for that date, gets the borrower's ticket, withdraws the tab, places it in the indicator and gives the borrower his ticket, relieving him of all responsibility so far as that par-

ticular book is concerned. The books are arranged on the shelves in the same order as the numbers on the indicator. This system secures rapidity of service due to there being practically no charging other than dating the fly label of the book. As fines declare themselves automatically in the trays, a great deal of time is saved."

Modified Kennedy indicator. A. Webb. il. Lib. World. 11: 281-4. Ja. '09.

Open access versus indicators. A. Cotgreave. Lib. World. 11: 196-200. N. '08.

Inter-library loans. See Loans, Inter-library.

Law libraries.

Annual meeting, Lake Minnetonka, 1908. A. L. A. Bull. 2: 318-22. S. '08.

Arrangement of law books. L. H. Sage. A. L. A. Bull. 2: 296-8. S. '08.

"The classification of law books falls naturally into five main divisions: Reports and digests, text books, encyclopedias, session laws, and periodicals. . . . The arrangement of the books under these divisions presents no great difficulty, except as to the text books. Here two systems are possible: (1) By subjects; (2) Alphabetically by authors; each supplemented by a card index. The first by a card index according to authors, the second by one according to subjects. . . . Under the first system two arrangements are possible: Analytically by large subjects. With the books on separate subjects, which are sub-divisions of the main subject, grouped under the main heads as in the subject Torts, for instance, with books on Nuisances, Libel and slander, Negligence, etc., grouped under Torts. From the difficulty of determining when a particular book should go under the main head and when under its own title and the consequent confusion in the lawyer's mind, this arrangement seems impracticable, unless books are duplicated and placed, one under both the main heads and its own title, or dummies are extensively used. This is both expensive and has the stronger objection of taking much room. The other arrangement is alphabetically under separate individual titles. The one advantage of the arrangement by subjects (but a very great advantage) is plainly the ability of the lawyer to find all of the books on one subject at one place. The disadvantages are several, (1) The inability of the lawyer to find quickly a single book to which he is cited by its author; . . . (2) The possibility of his not finding that particular book at all, thru its being placed under a head which might not occur to him, altho the proper one; (3) The difficulty of placing a book treating of more than one subject where a lawyer would look for it; (4) The difficulty of replacing books in their proper places on the shelves. . . . The advantages and disadvantages of the alphabetic author system are just the converse of the other, viz: Advantages: Ease in finding a single book; certainty in finding it quickly; convenience of replacement on the shelves. Disadvantages: Inability to find all books on a given subject in one place, and the necessity of gathering them together from different places by means of a list made from the card index."

League of library commissions.

Annual meeting at Lake Minnetonka, 1908. A. L. A. Bull. 2: 305-17. S. '08.

Legislation.

Laws of Vermont relating to public libraries. (In Seventh biennial report board of Lib. Com., Vt., 1907-1908. p. 31-41.)

Legislation—Continued.

Proposed library legislation in Ohio. Lib. J. 33: 507-8. D. '08.

"A bill to provide for the appointment of a state board of library examiners and the examination of librarians and library employees has been accepted with the unanimous vote of the Ohio library association as ready to go before the legislature of Ohio." The text of the bill is given in full in the article.

Legislative reference work.

See also Municipal reference work.

Librarians and assistants.

See also Registration of librarians; Staff meetings.

Dress in the library. M. Frost. il. Lib. World. 11: 182-4. N. '08.

Librarian in the high school. M. E. Hall. Pub. Lib. 14: 29. Ja. '09.

Notes on this article are given under the heading School libraries.

Librarian passed: Ainsworth Rand Spofford. Ind. 65: 1149-55. N. 19: Same. Lib. J. 33: 496-500. D. '08.

Librarian's reading. C. Bacon. N. Y. Libraries. 1: 136-9. O. '08.

The librarian, first of all, must read the literature of his profession to know what is being done in his special field. He must acquire the habit of reading rapidly newspapers and periodicals in order to keep in touch with current events. To assist him in selecting books, he must read many books and book reviews. But all this relates directly to the day's work. In addition he must read for self-development and pleasure. The librarian's work tends to superficiality of mind and so he must read for concentration. The desire for fun must not be suppressed, else the librarian grows tired and nervous, so he must read for amusement. But he needs to read most of all for culture and inspiration. He must keep alive in himself the love of real literature, else he cannot inspire it in others.

One librarian's joys. A. D. Hodges. Vermont Lib. Com. Bull. 4: 1-4. D. '08.

"A librarian must be able to keep a petty cash account; keep the library in order; keep the books in place; look over intelligently the abundant supply of catalogs, circulars, etc., which each mail brings, and pick out the wheat from the chaff; keep the children quiet in the reading room, (even when they are looking at funny pictures), and yet make them feel glad they came and want to come again; suggest to teachers something several children have found interesting to read aloud in school for recreation; supply poems on Washington 'which are not too old,' when a pupil brings a note over in school hours; follow the literature classes in their readings, and have pictorial war references at hand. She must make guests of townspeople welcome, and learn something of libraries in their towns, often getting very useful library suggestions; she must keep in touch with books being published, books running serially, know how good they are or how poor, and who would enjoy them; she must watch for books on special subjects for customers who have asked it, and she must, and can with no effort I think—be interested in the electrical theories and schemes of her boy patrons, their traps and canoes, etc."

Responsibilities of librarianship. F. L. D. Goodrich. Pub. Lib. 14: 13-5. Ja. '09.

"The responsibilities of librarianship are threefold: Those to the community; those to the library, and those to himself. To the community he is responsible for making the library a vital force; to the library he is responsible for developing its resources and its efficiency; and to himself he is responsible for doing his best no matter how discouraging the circumstances."

Small town library. L. Huntley. Lib. World. 11: 205-8. D. '08.

The librarian who leaves his position as assistant in a large library to accept an independent position in a small library may find that he loses the higher and most interesting part of the librarian's work. He loses the daily contact with the unceasing flow of new and good books that come into the large libraries; often he does not have the opportunity of putting into practice his knowledge of cataloging and classification. On the other hand, he is placed for the first time in a position of independent trust and responsibility, and this alone develops his faculties, increases immensely his interest, exercises his originality, and calls upon all that is best within him. He is, furthermore, brought into contact with committee-work, with the commercial side of library administration. He is the custodian of the library's finances; spends the library's monies and checks the library's accounts. In short, he is in a position of responsibility which makes or mars him."

Successful librarian—Miss Sarah C. Hagar. S. C. Fairchild. Lib. J. 33: 493-4. D. '08.

Libraries.

See also Small libraries.

Anticipations for the future of library work. W. I. Fletcher. Pub. Lib. 14: 1-5. Ja. '09.

"Among my anticipations is that of the small rural library, officered by a wide-awake librarian, probably not a library school graduate, but sufficiently skilled to conduct the library on modern principles, having it well classified and cataloged, supplied with the best reference books, with special provision for the children, and systematic cooperation with the schools, and to make the library in its measure as valuable an asset to the town as that of Boston is to the city." The function of the library is not that of the school. "One may use the library as a school, and set himself tasks to be accomplished in the pursuit of knowledge; that is to say, he may carry on in the library the process of self-education, especially with a sympathetic friend and mentor in the librarian. The library has great value for this purpose." But its main function is that of culture thru the medium of books. "Whatever value it may have as a correlative influence with the schools and as a helper of all classes in their special pursuits, it will do its best and greatest work as a liberator of spirits, a minister to the higher life, a distributor of that light which never was on sea or land, a handmaid of religion and of the arts. . . . We must find ways to add more than any of us have yet done of bibliographical apparatus to even the most elaborate and well-made catalog if we would serve our patrons in a scholarly way." There should be an index to "encyclopedias and other books of reference, partly for the articles themselves and partly for the bibliographies attached. Of course, I would not think of having all the articles in an encyclopedia indexed. . . . I would, for the most part, index such special encyclopedias as the Jewish and Catholic, Smith's Dictionary of Christian antiquities, Julian's Dictionary of hymnology, and many more. And in them I would only index such subjects as those in the pursuit of which one might not at once think of this particular reference book. . . . Mosaics, for example, is admirably treated in the Dictionary of Christian antiquities, and to this article a reference would be most useful. In the third volume of the Catholic encyclopedia just received I notice a long and evidently scholarly article on the Byzantine empire, which it would be a pity for anyone interested in that subject to fail to see, particularly for its bibliography."

Significance of public libraries. Lib. Asst. 6: 247-9. Ja. '09.

Canada.

Canadian libraries of long ago. L. C. Burpee. A. L. A. Bull. 2: 136-43. S. '08.

is—Continued.

England.

pean and American libraries. Lib. World. 11: 245-50. Ja. '09.

cial library and its public. J: Balger. Library, n.s. 9: 353-68. O. '08.

Europe.

ries for use and European methods. tion. 87: 330. O. 8, '08.

France.

ch libraries. J: C. Dana. Pub. Lib. 344-7: 14: 19-21. N. '08, Ja. '09.

New Zealand.

ngton public library. H. Baillie. A. A. Bull. 2: 144-6. S. '08.

Norway.

man library. A. Arnesen. For lke-og Barneboksamlinger. 1: 52-6.

count of the reorganization of this an-ristiana library.

um public library. O. Schulstad. For lke-og Barneboksamlinger. 2: 5-9. F.

American charging system is used and o be extraordinarily swift and at the me accurate. Fiction is loaned for 21 on-fiction for 30. The open shelves are to be a great success, since they are y accustoming the public to more sys-reading. To this end contributes also irement that borrowers must purchase and supplements. Late accessions are n a card catalog which is little used. ation.)

regian public libraries. K. Fischer. r Folke-og Barneboksamlinger. 1: 7-30-6. '07.

e close of 1906 there were 737 state-public libraries in Norway. These are verse in character, from the wholly an-l, unused and unusable library thru all ations up to the one wholly modern and . A need is library consolidation. s, for example, a town of 2,000 with at ven libraries: two working men's unions ee temperance societies, each with its a reading club and a school library. y there would be found there also a nen's union and a youth's society, each library. (Translation.)

dthjem public library. R. Thiis. For lke-og Barneboksamlinger. 2: 70-6. '08.

ie reader's card is put the date when k will be due. In the reading-room to mpetition local papers are not dis-

But they are received and will be for items of local history. In the chil-department the open shelf system is i so far that the borrowers select their oks. The cases, however, have latticed hrough which the titles can be read, book not removed. The book desired ed in and taken out from the inside ndants who note the number and hand book from a window. There is no doubt re of our larger libraries in their en-agement gradually will adopt the Am-ystem, with trained librarians who see work a profession. (Translation.)

Philippine islands.

ican circulating library of Manila. McKee. A. L. A. Bull. 2: 254-7. S.

Library work, its opportunities and de-velopment in the Philippines. S. Mc-Kee. Lib. J. 33: 438-40. N. '08.

"With a main library established in its own building, and under the guidance of the enthusiastic director of education, the broadening of library influence would be unlimited. Branch and traveling libraries would be established and the library would flourish with its sister, the school. A library training class for Filipinos is one of the plans for the near future, and is an experiment that will be watched with interest. There is no reason why the native girls—or boys either—should not make able assistants in libraries. By the time they have finished the high school, they have acquired a fair idea of the English language, and tho their knowledge of English literature is still elemental, yet they learn quickly, and working among the books where the eye as well as the ear is trained in titles and author's names, they would be stimulated to further study, for their thirst for knowledge is great, and in time would become most successful assistants, especially in dealing with the native element. I have had considerable experience and observation along this line, and feel convinced this is so. Boys who have come into the library with the most elementary education and unable to speak more than a few words of English, have astonished me by their knowledge of the books after a few months' work. Of course this work is under my personal supervision, and tho I have never taken more than ordinary pains in their instruction, yet they do all the mechanical work on the books, while the boy who writes catalog cards on the type-writer has displayed so much sense and judgment that I have been frequently amazed at his work. The boys also help in accessioning, write book labels, and type-write lists of books, which they do quite as intelligently as many employees in the large American jobbing houses, where they seem to use what ingenuity they possess in disguising by bad spelling the names of books and authors on the invoices they send out. These boys learn typewriting as a matter of pride—one scarcely knows where or how—it just seems to come to them. They are quiet, respectful, courteous—qualifications too often lacking in the modern library helpers, and too valuable to be underrated. In fact, taking him all in all, I think the Filipino will eventually be a figure in the library development of his native country, as he will be in the development of its commercial and manufacturing interests."

United States.

European and American libraries. Lib. World. 11: 245-50. Ja. '09.

How the great public in America is supplied with good reading. A. Kildal. For Folke-og Barneboksamlinger. 1: 78-9. '07.

Library work in the Brooklyn Ghetto. L. M. Solis-Cohen. Lib. J. 33: 485-8. D. '08.

An interesting description is given of the work of the Brownsville branch of the Brooklyn public library. This library is situated in a community where 98% of the population are Russian Jews.

Statistical survey of Wisconsin, 1907-1908. Wis. Lib. Bull. 4: 97-102. N. '08.

Libraries, Use of, by the public.

Individualizing duty of the library. G: E. Vincent. Pub. Lib. 13: 391-7. D. '08.

"The problem which confronts our society is to foster individuality, to differentiate, as Mr. Spencer was so fond of saying, as well as to integrate our common life. In this vast task the library has a share and a responsibility. It has already begun to recognize this and to adapt itself to the demand. One of the assertions of our critics is that American com-

Libraries. Use of, by the public—Cont.

munities are depressingly like each other, that our towns and cities are made upon a single pattern, and that far from beautiful." And yet each town "has its local history." In each place there are materials which might be collected for the social museum which ought to be a part of every library. Much of this material perhaps should be sent to some central or state museum, but for the time being at least the library might well be the agency for discovering and assembling newspapers, maps, records, prints, utensils, furniture and other records and souvenirs of the past which have been so painstakingly sought and installed in European museums like those of Nuremberg and Zurich. There are many old settlers whose reminiscences might be put in typewritten form and bound for the historical collection of the local library. Such collections and museums would be of special value in connection with school work, and would help to deepen in the children of each community that sense of connection with the past which should play so large a part in true intelligence and in rational loyalty. Then, too, the library may render service in throwing light upon the industrial specialization of a town or city. . . . It should be the aim of the library not only to differentiate its community from others, but it should recognize the groups of its own public. This can be done, and is already being done, by providing technical books for the industrial population and books in foreign languages for those who cannot read English; by the establishment of children's rooms; and by the assistance given to women's clubs and other literary organizations. "But after all, the most important differentiation is that of individuals. . . . It is worth the while of the library to study, so far as this is possible, the individual needs of those who frequent it, and wherever anyone of special ability or aptitude appears, to do all that the resources of personal sympathy and of the library permit, to give scope and opportunity to this struggling personality." The librarian should "by friendly counsel and persistent aid help individuals to realize their own peculiar possibilities, to be themselves, to lead richer, more interesting lives, and to put their powers at the service of their fellows."

Libraries from the student's point of view. Lib. Asst. 6: 246-7. Ja. '00.

Library and the community. I. Van Kleeck. Char. 21: 391-7. D. 5, '08.

Notes on this article are given under the heading Library extension.

Reaching the reading public. A. J. McCarthy. Wis. Lib. Bull. 4: 88-9. S. '08.

"The average small library does not do much for the workman. Knowing that this fact is especially true of our library, we have tried, during the past year, to make a particular effort in this direction. Our first attempt was the placing of large cards with the name of the library, location, hours of opening, etc., in the offices of as many of the small boarding houses, hotels, mills and factories, as we could reach. Notices printed on slips were sent to the superintendents of mills and factories to be inserted in the pay envelopes of the men. "We have made a practice of slipping the notices in the books of children of workmen, and asking them to give them to their fathers. We also invite parents, through their children, to visit the library. . . . Our next move is to compile an annotated list of books concerning the kind of work each union is interested in, said lists to be read aloud in meeting, also published in the papers."

Relation of the library to the outside world; or. The library and publicity. M. W. Freeman. Lib. J. 33: 488-92. D. '08.

The library should be "a center to which all kinds of people will naturally turn whenever they 'want to know.' There is the amateur farmer ambitious to raise poultry after the most approved methods; the investor interested in the new lithographic stone quarries, who

wishes to learn the sources and quantity of the present supply; the mother who doesn't know where to send her daughter to college; the young mechanic who would like to read up on socialism; the stenographer who feels the need of a wider knowledge of the English language and literature; the young woman who wants to 'do something,' but doesn't know how to for what to train herself; the inventor who wants to find out if any one else has already patented his contrivance for a self-filling fountain pen. These are all actual instances of the inquiring mind; a hundred more will occur to us. They are all problems upon which even a small library, if it have an alert and thoughtful librarian, may attempt to give aid." One of the essentials is to make the library, of all, a place where people like to come. An atmosphere of comfort should be given by proper attention to heating, lighting, and ventilation. The reading rooms should be quiet, there should be places where people who want to visit may do so comfortably. Above all, the spirit of the librarian and her assistants should be such as to encourage people to come to the library for help. "A natural outgrowth of the library as a place where people like to go, we achieve that happy result, will be the library as a social center. . . . The library should become the center of the civic, cultural, educational activities of the town. We should encourage the chairman, whether of the woman's literary, the men's civic, or the boys' debating club to come to us for help in the preparation of their programs; as well as for material on the subjects chosen. This will give us a wonderful quiet opportunity to direct and systematize some of the organized reading study and thought of our community. . . . If the library is so fortunate as to have a building of its own, the use of library study room by various clubs and organizations should be encouraged as a means of making the library the center of community life." Other ways of bringing people to use the library are popular lectures in the library's own lecture room, exhibits, library clubs for the boys and girls during the story hour.

Libraries and schools.

Relation of the school to the public library. W. H. Schulz. Wis. Lib. Bull. 93-5. S. '08.

Libraries, Organization of. See Organization of libraries.

Library administration. See Administration.

Library advertising.

Advertising libraries. C. A. Hayward. Pub. Lib. 14: 7-10. Ja. '09.

"The library has become aggressive and make itself known, to advertise itself, has become such a burning question that every librarian gives it his attention, and the public library school now includes advertising in its course of study. . . . The traveling library is a great factor in spreading the use of books. . . . The people most anxiously pursued by the librarian with the up-to-date advertising are the workers. . . . These are the people whom to establish a feeling of cooperation. Newspaper is considered by many the medium of advertising, for the library as well as trade. One library sends 'circulars to proprietors of industrial establishments requesting a visit from some member of the firm and suggestions for books useful in their lines, with the intimation that it would be highly appreciated by the librarian and trustees, and used on the occasion to call attention to the large number of books in the library on all subjects. Brooklyn library places placards in stores, factories, and any other available place, where they will be sure to attract attention, give location of its various branches and other information regarding the library, its resources and privileges. Another issued a leaflet which brought the library to the notice of visitors to the state fair. . . . Any library having lec-

Advertising—Continued.

hibition rooms has much of this advertisement solved. . . . A personal interview reasonably sure to give results. . . . the most important phase of library advertising lies in gaining the cooperation of the for the library habit acquired in youth . . . People who have much idle time at hands and yet must be at their post as, for instance, firemen, should be the of special solicitude. . . . The live librarian study the conditions of his own town, socialize to a certain extent according to conditions. . . . But when all is said, the best part of advertising lies in not dising your advertiser, when you have him. When with infinite trouble you convinced your public that the library is a resource that is theirs, it is tragic if their approach is met by the blighting frost of indifference on the part of the attendant."

ic library from the business man's standpoint. H: R. Hunting. Pub. Lib. 337-8. N. '08.

tise by book lists sent out in various lists printed in newspapers, and by given on subjects interesting to the city. Talk about books to teachers and men as you meet them. Circulate pictures among foreigners.

tion of the library to the outside world; or, The library and publicity. M. Freeman. Lib. J. 33: 488-92. D. '08.

y library that can afford it should put out monthly or quarterly bulletin of books in some form for distribution, but at an expense and labor beyond the reach of smaller institutions. For all such the newspaper columns are a boon indeed. It is to establish a regular day of the week when book lists are to appear. Then, if any has no new books, or very few, fill it with a brief list of books already in the library on some timely topic. At top or bottom, add, "Cut this out and use as a call list library." . . . General items of book-news come; mention of gifts with names of names of new periodicals for the reading, or interesting articles in the current issues, brief description of a valuable new publication, reports of meetings of the library board, items from the librarian's report, and, if possible, all of the above, with statistics condensed and summarized. . . . Aside from the newspapers, many are using a large amount of printed or typewritten circulars, for making any known. Mimeographic lists of books are sent to teachers, Sunday-school workers, city officials, business men or members of any trade or profession, are sent to libraries or organizations. Even libraries cannot afford regular bulletins can print a special list on some timely subject, in some form, for distribution at the library mail. . . . To the workmen of our city we owe special attention. An address-pocket list of books of practical use to men in the shops was recently published by the Dayton (Ohio) public library, with reprint, for distribution among workingmen in edition of eight hundred was paid for by orders from firms and trade in the respective industries. A slip giving the titles of periodicals the library is lending to the mechanical trades may be put in the pay envelopes of the factory or employees. . . . Framed placards or calling attention to the library, its location, freedom of its use, posted in hotels, stations, street-cars, the post-office, are found effective in many places, especially attracting the interest of transient visitors. Personal letters may be sent to students, school urging them to continue education by means of the library. The telephone may be encouraged both for giving and giving information, and for renewals. "Another use of the telephone is to call the attention of anyone to whom

you think a certain new book or magazine article will be of special interest. . . . Perhaps most effective of all methods of making the library known are the personal talks given by the librarian or other representatives of the library, before schools, clubs, groups of factory workers, labor unions, masonic lodges, any organization which one can gain courage and opportunity to address. Nothing goes so far to win intelligent appreciation and understanding of the use of the library."

Library association, England.

Proceedings of the thirty-first annual meeting at Brighton, 1908. Lib. Assn. Rec. 10: 554-623. N. '08.

Library commissions.

Library commissions and rural schools. C. Marvin. A. L. A. Bull. 2: 314-6. S. '08.

Notes on this article are given under the heading School libraries.

Report of the Publication committee, 1908. M. E. Hazeltine. A. L. A. Bull. 2: 309-11. S. '08.

Library extension.

Library and the community. I. Van Kleeck. Char. 21: 391-7. D. 5, '08.

The Passaic library opens its lecture hall to the Italian Dante society and buys books in Italian for its Italian citizens. An exhibition of needlework brought many women of foreign birth to the library for the first time. Games and guessing matches attracted boys who had heretofore stood about the saloons. Libraries that provide books in their own languages for the foreigners resident in their cities are well repaid for the trouble and expense involved. "The Binghamton library gave a series of lectures with practical demonstrations on cooking for families of moderate means. In another town the women gave their attention to how school children should be dressed and fed." A bird club organized in Madison, New Jersey utilized profitably the energies of a gang of boys. Grand Rapids has a medical reading room for "nurses and physicians and procures books from the library of the surgeon-general's office in Washington and other institutions for special investigations. . . . It may be doubted whether half of the residents of an average city block could answer such definite questions as, "Who is responsible for keeping the streets in your block clean?" "Does he keep them so?" "Where is your nearest hospital in case of accident?" "Where is your nearest fire alarm?" For a number of years the Newark library has been stimulating interest and giving out information about its own city organization and management, and its young people show an intelligent concern in its affairs. If anybody there wants to know about its fire department, its water supply, the commercial development of the place, or other matters of moment to every citizen in voting on municipal matters, he can get and carry away with him a brief synopsis of the principal facts bearing on the question." The Newark library gives forestry exhibits. "The recognition of public events and historic dates, notices of books on current events, birthdays of authors with their portraits and works, receptions to distinguished citizens, arbor day, flag day, days of importance in local history; collecting views and picture post cards of scenes of local and historical interest; the preparation of special reference lists for speakers and writers on public matters; the sending of books to public institutions of all kinds,—hospitals, schools, and jails; co-operation with Sunday schools, giving the best references on organization, teaching, and missions,—all these are useful and public-spirited activities of a library."

Library institutes.

Library institutes. M. E. Ahern. A. L. A. Bull. 2: 312-3. S. '08.

"The library institute should offer assistance only to the very small libraries where those in

Library institutes—Continued.

charge have small, if any, chance of attending the meetings of the state library association. There is danger in making a permanent organization out of the institute, of detracting from the value of the state association by withholding from the meetings of the latter, the assistance and inspiration that it might have for librarians if they fail to attend its meetings on account of the greater convenience of the library institute. The library institute is intended, in my judgment, only for the isolated library workers in communities remote from centers of library activity.

Library legislation. See **Legislation.****Library methods.**

See also **Administration.**

Library of congress.

Report of the librarian of congress, 1908.

Lib. J. 33: 501-3. D. '08.

Library of congress catalog cards.

How to order and use the printed catalog cards from the Library of congress.

W. W. Bishop. N. Y. Libraries. 1: 145-6. O. '08.

Library reports.

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bull. 2: 227-9. S. '08.

Library schools.

American library school. M. Larsen. For Folke-og Barneboksamlinger. 2: 29-35. My. '08.

An interesting account of the work at Albany. Mention is made of collections of notes and samples and of the annual library trip.

Evolution of the curriculum of the Drexel institute library school. A. B. Kroeger. A. L. A. Bull. 2: 210-3. S. '08.

Evolution of the library school curriculum. M. W. Plummer. A. L. A. Bull. 2: 203-5. S. '08.

Evolution of the Pratt institute library school curriculum. M. W. Plummer. A. L. A. Bull. 2: 206-10. S. '08.

Factors in the development of the library school curriculum. J. I. Wyer. A. L. A. Bull. 2: 205-6. S. '08.

First European summer school in library science. A. Strohm. Lib. J. 33: 504-5. D. '08.

Norwegian library school. H. Nyhuus. For Folke-og Barneboksamlinger. 1: 28-30. '07.

A relatively large number of Norwegians have gone to America (and Germany) for library training. A Norwegian school would naturally in many respects be better adapted to train Norwegian librarians, even if in some things it should have to yield—at first, at any rate—to the American schools. A practice school should be opened in connection with one of the Norwegian libraries; it would attract pupils not only from Norway, but from Denmark, Finland and possibly from Sweden. (Translation.)

Training of a children's librarian at Pittsburgh. F. J. Olcott. A. L. A. Bull. 2: 213-6. S. '08.

The Pittsburgh school requires "that the students shall be graduates of colleges and universities in good standing or that they shall submit to entrance examinations. . . . The founda-

tion of the entire lecture course is technical training along the lines of adult library work, such as ordering, accessioning, classifying, shelf-reading, cataloging, study of library organization, history of libraries, history of printing and bookbinding, and business methods such as are used in making out reports, statistics and schedules. These subjects, treated entirely from the standpoint of the adult library, are carried thru two years' work, thus giving the students a solid basis for connecting the work of the children's room with that of the adult library. Building on this solid foundation, subjects of special application to the work with children are taught, including the study of children's literature, planning and equipment of children's rooms, rules and regulations for children's rooms, methods of introducing children to books, the making of children's catalogs and lists, and a study of educational principles and social conditions and betterment. Thruout the course a comparative study is made of methods used by different libraries. . . . The object of the entire two years' lecture course is not to make specialists of the students but to give them a broad technical foundation of general library work on which to specialize in work with children. The lecture courses in subjects dealing directly with library work with children have been made to fit into the general technical courses. These special courses of work with children have for their basis a study of literature for children, not only of that literature which has been written for children but of that part of the world's great literature which is a child's heritage, and to which all children should be introduced while they are young and plastic." The student's ability to handle children successfully is tested by practice work.

Library training.

See also **Library institutes**; **Library schools.**

Report of the committee on library training, 1908. A. L. A. Bull. 2: 199-202. S. '08.

Report of the committee on summer school certificates, 1908. A. L. A. Bull. 2: 311-2. S. '08.

Loan department.

See also **Borrowers' cards.**

Work of the registration desk. S. C. Van de Carr. (Modern American library economy as illustrated by the Newark, N. J., Free public library, ed. by J. C. Dana, pt. 1, sec. 1.) il. O. 32p. pa. 25c. '08. Elm Tree Press, Woodstock, Vt.

Loans, Inter-library.

Central bureau of information and loan collection for college libraries. W. C. Lane. Lib. J. 33: 429-33. N. '08.

The author proposes a college lending library and reference bureau to arrange for the lending of books from one library to another. "If its resources are small it must be mainly a bureau of information, but if established in close connection with some large library, it can also make itself responsible for the books lent abroad by that library, and by others in the vicinity. If it has an ample endowment, it can possess books of its own for lending, supplementary to those in other libraries." As a bureau of information, its duties will be to publish lists showing what books may be loaned from the various libraries and where they are to be had. "One library, for example, may have a complete set of the English Record publications, but may have so active a demand for them that it treats the whole set as a reference collection, and will not allow even its own officers to withdraw them from the shelves. Another library, small or under different conditions, owning the same set, may find the domestic demand so much less that it can safely and freely lend. Some libraries will lend within their own state, but are not inclined to extend their favors fur-

Inter-library—Continued.

He will respond to demands made on learned scholars engaged in investigation, lead to publication, but do not aid in helping high school pupils prepare for a debate or an essay. Such each library must decide for itself, how far it can extend its operations without abridging the rights of its readers. Information touching all such should be in the hands of the officers of the bureau. In addition, such a bureau may find it necessary to arrange loans, from libraries in its own vicinity, to a distance. Its neighbor libraries, if lend at all, would doubtless welcome the responsibility of replying to correspondence and of meeting the requests of borrowers. A good system of administration, therefore essential to the success of the bureau, that letters may be promptly that information on file may be readily found, that books borrowed and be safely packed, quickly dispatched, and followed up, that insurance be adjusted, and transportation charges minimum. . . . If in addition it is to be a library, lending its own books as well as those of others, its usefulness will be greatly increased, and its endowment strengthened in proportion. As one requests for books that come into the library from other libraries, one finds that the demand for which the library is unable to supply—first, those which it does not feel justified in withdrawing temporarily from its own readers; and second, those which it does not possess. As to the first, if the volume asked for is a current work of moderate price, one is not greatly troubled by having to refuse it, for the inquirer will find a copy elsewhere, or better be persuaded to buy it; but if it is a volume of the proceedings of the half-dozen leading German academies, or a present system of inter-library loans, and we need some other resource, the second class of requests menues, those which cannot be satisfied, the library does not possess the desire, it is of course true that no library can reach the point when it will not disappoint the inquirer in this way. Investigations have shown that large sets of important works are still lacking in many libraries—works that the thoro department of learning finds it necessary to consult, yet to obtain which one must personally visit the great libraries.

Here are two directions then, in proposed central lending library could collect books to be lent,—expensive works and sets of books which may exist in several libraries, but which libraries are unable to lend, and will be more compelled to retain for the use of their readers, and, secondly, works, especially of the publications of the learned of already owned anywhere in America. A lending library with such a plan before it will need a library building, differing from any now in existence, may be of absolutely simple plan, or it may be entirely devoid of it, but it should be completely fire-proof. The interior will be almost altogether devoted to storage of books and of some of the card records. In addition to the only room for a small staff, and a room for handling the books it receives, packing and shipping those it lends, is a simple one compared with what is required by the more complex work of other

lections.

terature and the public libraries special reference to the Rhine-lands. A. Keysser-Cöln. Zentral-für Bibliothekswesen. 25: 348-55. 8.

Photographic surveys in connection with public libraries. J. Warner. Lib. Asst. 6: 240-5. Ja. '09.

"As an addition to the local collection now to be found in every public library of importance, the photographic survey has, apart from its value to the future historian, a very considerable present day value to every enquirer upon any subject connected with the locality—and such enquiries in a public library are by no means few or as a rule easy to satisfy. . . . The librarian of every public library should certainly endeavor to bring about the formation of a society for photographic survey purposes, if one has not already been formed before he has become sufficiently inspired, or in the latter case should interest himself in the movement. An interesting and useful piece of evidence is afforded by the fact that altho only about a dozen surveys have originated at the suggestion of public librarians and curators of museums, this number includes the largest and most useful institutions in existence, including those of Herefordshire, Shropshire, Surrey, Kingston, Ipswich, and Cardiff. Nearly all the surveys of any extent are to be found in public libraries and museums, only two or three of any importance remaining in the hands of private societies. An offer of a room for preliminary meetings, the use of the library as an advertising medium, and the typewriting and stencilling of circulars of information, should be included in the first efforts to establish relations between the library and survey authorities. The provisional survey committee will thus be enabled to save what to it would represent a good deal of expense, while the library authority with very little expense will probably secure an extensive collection of valuable prints. As little as possible of the initial work, of course, should fall upon the shoulders of the librarian and his staff. . . . In dealing with the relations between the library and survey authorities, the chief points to be considered are first, the conditions under which the prints are housed at the public library, and second, the question of expense. . . . In the majority of cases, I believe, the photographs are only loaned to the library, an arrangement which seems to me entirely unsatisfactory, the more especially as neither the survey nor library authorities have taken the trouble to protect themselves by a written agreement. It certainly seems desirable that the material, if possible, should become the property of the library authority. Only in a few cases have the surveys taken the trouble to prepare duplicate sets tho this presents an easy method of solving the difficulty. The survey, of course, bears the whole of the expenses of the society, the printing of forms, stationery, and similar incidental expenses, and in the majority of cases, the mounting of the photographs, while the library bears the cost of mounts and the cost of the storage and arrangement."

Maps.

Care of maps. F. K. W. Drury. A. L. A. Bull. 2: 347-55. S. '08.

Complete directions are given for caring for atlases, pocket maps, roller maps and sheet maps. A bibliography follows the article.

Medical libraries.

Story of one medical library. C. E. Black. Pub. Lib. 13: 397-401. D. '08.

"It is an anomalous situation, that medicine, one of the most progressive branches of knowledge, has no convenient classified and cumulative index to its current literature. The Index medicus answers the needs of the research library, but is too cumbersome for the busy practitioner and lacks the cumulative feature. It is necessarily 6 to 12 months behind, for which period the number or volume index of the journals must be used. If one wishes to consult the literature of a given subject, say, for 10 years, it would be necessary to consult the 10 annual indexes and the 120 monthly

Medical libraries—Continued.

numbers of the Index medicus in order to secure the references desired. Such a plan is plainly impracticable for the busy practitioner." Dr. Black in his practice felt the need of some means of immediate reference to the most recent literature on surgery, etc. This need led him to index on cards such articles as he thought he might some time find useful. Dewey's Decimal classification was used as a basis and the index covered ten to twelve of the best medical journals. Finally other physicians became interested and Dr. Black gave his card index of 75,000 references to the local medical society stipulating only that a trained librarian continue the work. "A graduate librarian was employed for a two-year period. About two months of study and instruction were required to give her sufficient knowledge of medicine to enable her to begin the actual work, and during the first year it was necessary to carefully review every subject classified. We indexed and cataloged our medical books. We subscribed for 20 medical journals and the original articles and clinical notes in each of these was indexed. A telephone service was installed and members were urged to seek the library for references on any or all medical subjects. The growth of interest in this work was very satisfactory. The plan consists of making a card index, both by author and by subject, of all original articles and clinical notes. At least two cards, subject and author, are made for each article, and many articles require two or more subject cards in order that important matters contained in them may not be overlooked. As soon as a journal is received at the library it is immediately indexed and its subject cards filed under the proper class number and its author card filed alphabetically. We find it much more satisfactory to file the subject cards by classes than to file them alphabetically. . . . As our index has increased in size it has been necessary for us to make an index to the classification. The index also answers the purpose of a subject list, if one wished to make an alphabetical index. That is by combining our expansion of the Dewey classification and our index to the classification we have subject headings by which a uniform alphabetical index of medical subjects could be made. . . . This is a cooperative plan for indexing current medical literature and it is gratifying to see the increasing use made of the library, especially by the younger men in our community." The library subscribes for 28 of the leading periodicals and has adopted the following rules in regard to loaning them. "1) No journal shall be taken from the library until it is indexed. 2) During the first week after a journal is received it may be borrowed by any member of this society, but cannot be kept longer than 24 hours. 3) After the journal has been in the library one week it can be borrowed by any member of the society and kept not to exceed seven days. . . . We make it the regular duty of the librarian to get the subjects for the various medical meetings as early as possible and send a copy of the list of references to the leader, whether he asks for it or not. She also posts a copy of the list in the library and other copies in conspicuous places in each of our hospitals. No member can plead ignorance of the subject."

Municipal reference work.

City library as a business investment. C: McCarthy. A. L. A. Bull. 2: 190-6. S. '08.

"A legislative library can be made the best paying investment for the city. It can save more money than any other institution in the city. It can add more efficiency to the management of public business, than any other institution. It can give more health and happiness. . . . You may find a few books—stray ones, upon civic government, but many libraries will have the ordinances of their own cities, and let alone the ordinances of the other cities. How many have ever tried to get this experience from the past, from history, from other cities, in order to make the laws and ordinances of their own city better, so that the people may have less expenses, less taxes, more helpfulness, better educational facilities and

more of the good things that life has in store for us?"

Public library and the city government, or what public libraries should do for municipal departments and officials. W. B. Briggs. Lib. J. 33: 385-90. O. '08.

"It should be a first duty of every public library to prepare for each city department a list of the books in the library, including, of course, documents and reports upon that department's line of work. To every new head of a department a copy of the list brought up to date should be sent. As new material is received make it the practice to notify promptly the department interested. . . . Further than this sending of book titles it would be well to send to each department a copy of the monthly Engineering magazine index, checked for articles of interest to the particular department, with the understanding that the library would do its best to supply what was desired. As pertinent bibliographies appeared they should be checked in the same way, thus employing every means at hand to keep the departments in constant touch with the library. Granting that the intelligent head of a department knows the current literature covering his special work, better than the librarian can expect to, there are many books and articles appearing outside technical magazines that the librarian with his general collection is more likely to see than the specialist. . . . When the departments get into the habit of coming to the library and realize the practical use the library makes of a collection of books, and appreciate that a trained librarian is necessary to care for and make quickly available material wanted, they will be inclined to turn their department collections over to the care of the public library, whether in the library building or not is not particularly important. . . . In a few of our largest libraries these books have been placed in a separate department, usually known as the Department of documents and statistics or Department of statistics, with a specially trained director in charge."

Museums.

Plea of the art librarian. J. Wright. Pub. Lib. 13: 348-9. N. '08.

The public library "must leave to the museum and the museum library the task of collecting the valuable and expensive material both in books and exhibitions for the use of the scholar class; of classifying this material, not from a popular viewpoint, but for the student, a task the labor of which is out of all proportion to the needs of any but a specialized library. . . . With the growth of our museums, the library has become more and more important. It is so far a comparatively new field for the trained librarian; classifications and methods and policies are only now in the making, and the success of any art library today is almost an individual success. But there is a future—to my mind, a great future—for the earnest art librarian."

Small museums. Nation. 87: 402-3. O. 29, '08.

One reason for the neglect of the small museum by the public is the feeling that the exhibits can all be seen in a single visit. To combat this tendency the curator must give variety to his stock, constantly presenting the material in a new and attractive form. "The centre of public appeal may appropriately be a well-organized department of photographs of works of art, and prints, both originals and facsimiles. To these should be added a library of art, large or small, according to the means of the museum and the receptiveness of the public, and a small gallery in which several shows should be arranged every year. Almost all of the smaller exhibits should be shown in carefully selected groups, and for a limited period, and this implies a system of storage exhibition in which all objects are accessible to accredited persons, while usually withdrawn from the general public. These changing exhibits, none too large and tiresome, should keep alive a curiosity in the doings of the museums."

National home-reading union.

New developments of the National home-reading union. Lib. Assn. Rec. 10: 485-8. O. '08.

Public libraries and the National home-reading union. J. B. Paton. Lib. Assn. Rec. 10: 488-97. O. '08.

The "object of the N. H. R. U. is to give guidance in the reading of books by sending out lists of books upon all important subjects, which are graded according to the capacity, the need, and in a sense, the taste of the reader."

Net books. See **Book prices.**

Newspapers.

Problem of the comic supplement. L. E. Stearns. Wis. Lib. Bull. 4: 102-3. N. '08.

"While the colored inanity is apparently harmless in its influence upon adults, those liking it being probably beyond the ken of good taste in art, it is a different matter as far as the children are concerned. If we grant the value of good pictures in forming the taste for the beautiful in the child, we must be sure that he has the best pictures obtainable. Pictures, surely, should teach nothing that is low and debasing. Every normal child likes color, as is shown by the way in which kindergarten children eat up their bright red crayon. As an educator has pointed out, to fail to recognize this literal and figurative craving is usually to drive children to satisfy it with the worst possible material, such as is found in the weekly colored atrocity. . . . To offset the pernicious influence of these poor drawings, worse colors and bad morals, some of the best artists of the present generation have devoted much of their time to the service of the child; notably, Bouquet de Monvel, Peter Newell, Walter Crane, Howard Pyle, the Rhead brothers, Jessie Willcox Smith, Elizabeth Shippen Green, Kate Greenaway, Maginel Wright Enright, Reginald Birch, and a host of others. The works of these in book and portfolio form should be secured by thoughtful parents and librarians to offset the baneful influences of the colored supplement."

Open shelves.

Open access versus indicators. A. Cotgreave. Lib. World. 11: 196-200. N. '08.

Open shelves. E. S. Willcox. A. L. A. Bull. 2: 249-53. S. '08.

Open shelves and the the loss of books. I. E. Lord. A. L. A. Bull. 2: 231-49. S. '08.

"When the question of open shelves was brought up at the 1877 international conference, the chief objection made was to the increased loss and mutilation of books that would be sure to follow, and here today lies the crux of the whole matter. The losses are greater. What do we lose by them? There are two sides to this, the financial and the moral. The financial side was formerly more considered than it is now, for two reasons. First, it now appears that the money losses are seldom great; second, because it is coming to be recognized that a heavy money loss is less serious than is the moral responsibility of fostering crime in a community. If open shelves do foster crime, they are not permissible, for if an educational institution stands for anything in a community, it stands for moral betterment as much as for intellectual betterment. Either without the other leads to danger; only both together help us along the path of progress. The question, then, to be decided is whether the privilege of open shelves is a demoralizing influence in a community because it suggests or encourages theft." To assist in answering this question, reports on book losses were requested

from representative libraries. After these had been compared, it was found that while the losses from open shelves are greater than when the closed shelf system is used, they are not enough greater to prove a serious bar to opening the shelves. The responsibility rests with every library, open or closed, to lessen the losses as much as possible. "Here seems the place to note the duty of the library to get back all books taken out in the regular way. A book taken regularly and kept indefinitely is as much stolen as the book taken informally, with the added disadvantage that the delinquent knows that the library is quite well aware that he has the book. If the library fails to insist on the return of the book, how can it expect others to respect its property?" Where actual theft occurs "there is no question that the detection and punishment of theft is the very best preventive of all. The detection is not easy. A number of libraries report the employment of professional detectives at certain times, but in no case was the thief discovered. And yet this should not deter other libraries from adopting this method. As Mr. Bostwick once said, a corps of detectives should be engaged, in case of need, 'even if they cost the library ten times the value of the books stolen.'"

Open shelves for university libraries. E. C. Richardson. A. L. A. Bull. 2: 323-7. S. '08.

Organization of libraries.

Place, the man and the book. S. B. Askew. A. L. A. Bull. 2: 150-7. S. '08; Same. N. Y. Libraries. 1: 163-9. Ja. '09.

An interesting description of the starting of a library in a New Jersey fishing village.

Pedagogical libraries.

Library of the Bureau of education in its relation to other pedagogical collections. W. D. Johnston. A. L. A. Bull. 2: 338-41. S.; Same. Educ. R. 36: 452-7. D. '08.

Notes on this article are given under the heading Bureau of education.

Periodicals.

Guide to the current periodicals and serials of the United States and Canada, 1909; comp. by H. O. Severance and C. H. Walsh. Q. 435p. cloth. *\$2. '08. George Wahr, Ann Arbor, Mich.

"This guide has been compiled to facilitate the work of the librarian in his selection, purchase and care of periodicals; to assist the bookseller and subscription agent by placing before them in convenient form the current periodical literature of the United States and Canada; to guide the private citizen in his choice of magazines for his home, his office, or his club. . . . The material in this guide is arranged first alphabetically by titles and secondly by subject matter. In the alphabetical arrangement the titles of periodicals and serials and the names of societies are arranged in one list by the first word of the title, not an article, or the name of the society. Bulletins, journals, proceedings, reports, and transactions of societies are entered under the names of the societies. The aim has been to give the name of the publication, date of first issue, frequency of publication, the publisher's name and address and the subscription price. In the second part of the guide, the material so far as possible has been arranged by subjects."

Magazine list for next year. Ia. Lib. Q. 5: 221-2. Jl. '08.

"The magazines should be selected with the two-fold purpose in view of providing attractive

Periodicals—Continued.

reading matter for the reading room and also of adding to the permanent reference collection a few that will be especially valuable for reference purposes, when the interest in them as current issues has passed. The 'Readers' guide to periodical literature' issued by the H. W. Wilson Co., Minneapolis, renders the current magazines, as well as the older ones, of the greatest value in providing material on almost any topic and is absolutely essential in every library doing any reference work."

Photographs. See Pictures.**Picture bulletins.**

Screen bulletins in the State historical society's museum. C: E. Brown. Wis. Lib. Bull. 4: 89-90. S. '08.

The bulletins "take their name from the wooden burlap-covered screens, or bulletin boards, upon which they were mounted, and were employed in the museum halls to illustrate various subjects connected with the study of history and ethnology. Each bulletin consists of a carefully selected series of from 12 to 20 convenient-sized prints, drawings, photographs, or other illustrations. Each illustration bears a small printed text describing briefly its relation to the subject under treatment. The illustrations are neatly and compactly grouped about a central label conveying in concise and simple language the story of the exhibit. A list of the more important reference works and, when necessary, a small map accompanies the whole. Above the pictures the subject label, printed in type of such size as to enable the visitor to read it from a short distance, is placed. The illustrations and label are mounted upon small squares of cardboard and are fastened to the screen by means of small tacks. But little time is required to install the bulletin, and its removal is easily accomplished."

Pictures.

Photographic surveys in connection with public libraries. J: Warner. Lib. Asst. 6: 240-5. Ja. '09.

"In any collection of a large number of photographs some uniform method of mounting becomes of importance both from the point of view of storage and of preventing damage when the prints are handled during inspection. The method generally adopted is that of mounting each print in the center of a sheet of cartridge or stout brown, grey, or neutral tinted paper, the mounts of course being of a uniform size. . . . The material used for the mounts should be as free from acid as possible, and should be chemically tested with a view to this, especially where it is proposed to use brown paper for the purpose. The question of mounting the prints right down or of merely pasting down the edges is one that will depend upon the nature of the print, though I think the latter practice is usually adopted, more particularly on account of the danger of the paste setting up chemical action. . . . The title slip should be as compact as possible and small enough to be pasted in one corner of the front of the mount, so that particulars of the print can be seen without having to turn over to the back. All the particulars usually required—those of class number, accession number and date, subject, locality, size, process, date and time photographed, compass point, name and address of photographer and photographer's description, and librarian's catalog entry of the photograph—can be contained on a slip of the ordinary standard size catalog card if the spaces are carefully designed." The most satisfactory way of caring for the prints when mounted is to place them in boxes rather than albums, as they can then be arranged according to an exact classification. The best system of classification for photographs is Mr. Jast's which has been in use five years and has been found satisfactory. A classified catalog, briefly annotated and fully indexed, should be provided. "As a rule the photographic survey is available for use by the public, subject to the rules and regulations of the reference library,

except so much of them as relates to copying. The copyright remains the property of the photographer from whom alone permission can be obtained to copy or reproduce the prints in any form. The general collection of prints, of course, even in open access libraries should never be handled by the public who should always be asked to state definitely the particular photograph or section of photographs required."

Public documents.

Need of systematic instruction in government documents. A. L. A. Bull. 2: 385-90. S. '08.

United States government documents for the small and medium sized library. W. M. Hepburn. Lib. Occurrent. 2: 1-5. O. '08.

An outline is given of what is considered desirable in the way of public documents. Information is also given concerning the space needed for the various sets and the cost of keeping them up.

Ways and means of popularizing government documents. E. Everhart. A. L. A. Bull. 2: 382-5. S. '08.

"In many libraries the federal documents have been received for several decades and either relegated to basements or elevated to attics, whichever might be the more convenient dumping ground. . . . As by far the greater number of these stored documents belong to the Congressional set issued previous to 1895 and consequently without serial numbers, their correct arrangement and classification can be readily accomplished by means of the revised checklist, officially known as the Tables of and annotated index to the congressional series of United States public documents. . . . This revised checklist—which for serial documents supercedes the 2nd edition of the checklist issued in 1895—is so clearly arranged that from it serial numbers may be assigned to the unnumbered congressional documents by even the least experienced—the only requisite being accuracy in transferring numbers. After these serial documents have been labeled and arranged in numerical order attention can be given the departmental bound and pamphlet editions respectively. For these the 3rd edition of the checklist, still incomplete, or the preceding edition of 1895 will prove useful guides. The bound volumes may be cataloged in the same way as ordinary works while the pamphlets should be stored in boxes labeled according to the authors and in time when a sufficient number of consecutive issues have been accumulated all such pamphlets not duplicated in the cloth or sheep sets should be bound and cataloged. . . . After all the documents have been systematically arranged and cataloged there is the further need of a comprehension of their contents. While the various indexes are of considerable importance, they are far from being adequate. The librarian must know the character of the numerous publishing offices, how they collaborate with, duplicate or supplement each other, in order that an inquirer by stating his subject may be served at once with pertinent material. For example, it is not sufficient to know that each department of the government service issues an annual report—it must also be understood when these reports are purely administrative, when they contain equally valuable reports on special investigations, and lastly when they are mainly useful for other than administrative features." In libraries where both the congressional and departmental series "have been received, the former, notwithstanding its blinding, is preferable. For this reason: Not only are the annual reports of the departments here included but there are also many of the most important bulletins, special reports and other contributions. Now many of these publications are not sent to libraries in any other form, while others are distributed in unsubstantial paper covers. Consequently if the departmental issues be discarded leaving only the serial documents and

Public documents—Continued.

those departmental issues not duplicated therein, it will be found that a great deal of space can be gained. The plan of listing in the catalog the corresponding serial numbers to the annual reports, bulletins, etc. to be found in the congressional documents has proved an ample and simple guide to their direct location."

Work of the Documents office for libraries; discussion led by W. L. Post. A. L. A. Bull. 2: 390-406. S. '08.

Reading.

Dear and dumpy twelves; or The librarian's shelf of books. H: E. Legler. A. L. A. Bull. 2: 148-50. S. '08.

Fixing a purpose. I. E. Lord. A. L. A. Bull. 2: 165-7. S. '08.

"We find in a great many people a purpose of reading something that they feel to be more worth while than the new novels—reading what they call perhaps serious reading, finding out about some subjects in which they have become interested or which they feel sure would interest them." The libraries can assist such people by publishing special reading lists. To make these lists really helpful, the books selected must, first of all, be good in matter and attractively written. "After we have found the book good in matter and good in manner and hunted a long time to find it, it must be a book that is good to look at, attractive to handle. Then when we have narrowed down our selection in any subject to what seems to be a very small number of books to make a selection from, we must have it a book that can be arranged in some sort of a series, not a formal series but an arrangement so that several books shall be read one after the other and yet things shall not criss-cross. There shall be a certain leading on from one point to another. And, last of all, the book must be obtainable, be in print, the very best book for that purpose. Lastly, when the books are found, you must have them obtainable by the person who wants them, and the only way out of this difficulty seems to be to have a special selection of such books, a collection bought for that purpose and issued only to the people who undertake this for a reading course." In the Pratt Institute free library such "books are kept in a special place; they have the library bookplate but have no library numbers on the outside. They are attractive new copies in the publisher's binding, as much like private books as possible."

How to get Parkman read. R. G. Thwaites. A. L. A. Bull. 2: 162-5. S. '08.

"Read your Parkman, and having read him, you will, I feel sure, do just one thing only—you will give it to the boy."

Librarian's reading. C. Bacon. N. Y. Libraries. 1: 136-9. O. '08.

Notes on this article are given under the heading Librarians and assistants.

Library work for rural communities. L. H. Bailey. Lib. J. 33: 381-5. O. '08; Same cond. N. Y. Libraries. 1: 160-72. Ja. '09.

Public libraries and the National home-reading union. J. B. Paton. Lib. Assn. Rec. 10: 488-97. O. '08.

A critical time in the life of our young people occurs between the ages of thirteen and eighteen, often after they have left school and have begun to work. It is just at this time that they should receive direction in their choice of reading, or be brought into study-clubs. The National home-reading union has pledged its assistance in this matter to the

librarians, and, in turn, suggests that librarians form circles in their own libraries, or assist the leaders or teachers of their community to do so; and that they make acquaintance with and give help to reading circles already formed.

Reference department.

Library resources of low cost and high value. A. V. Milner. N. Y. Libraries. 1: 174-6. Ja. '09.

In establishing a successful reference department with a small outlay of money, first decide who the patrons of the department are likely to be and what will meet their needs. For current history and statistics, buy the New York World almanac and the Chicago Daily news almanac. "With these and the Webster's International or the Standard Dictionary, the library is provided with brief information on a larger per cent of the subjects brought in." An encyclopedia is the next most convenient thing to have, but it should be first class. "There are often excellent opportunities to buy first-rate ones at bargains from reliable secondhand dealers. . . . For school reference work first-class text-books and school atlases are often better than cyclopedias and large atlases, and are much less expensive. A good assortment can be purchased for the price of a cyclopedia, and will supply many more people at once."

. . . A valuable resource for study clubs consists of the traveling libraries that are to be had in many localities, made up on purpose for the work of woman's clubs. For material on important topics, apply to the H. W. Wilson Company, Minneapolis. They rent select assortments of magazine articles and pamphlets at low rates. Ask the same company for information about an index to a small number of periodicals prepared for the use of small libraries. These indexes to periodicals pay for themselves by the time they save in looking up magazine articles, and the amount of material that they make available for reference. Public documents can usually be secured for the cost of transportation, and "they treat almost every known topic. There is still difficulty in getting those that are needed without being overwhelmed with many more, but they are better managed than they were. To know what public documents there are on any subject consult the Superintendent of documents, Washington, D. C. For a free copy of any document apply to the representative of the congressional district. The Superintendent of documents sends a list of titles and prices. Check what is wanted and send the list to your representative. . . . Advertising booklets are useful for reference work. The best are beautifully gotten up, well illustrated, and reliable. . . . Another resource for school and club work is old magazines. People are often as glad to give them away as libraries are to get them. Complete files of good magazines are well worth preserving for reference. The others are made most useful by taking out the valuable articles and making separate pamphlets of them with manila paper covers."

Municipal library and its public; the reference library. J: Ballinger. Library, n.s. 9: 353-68. O. '08.

The average attendance at the Cardiff reference library "is between two and three hundred readers daily, a number largely increased by students of the University college during term time. The high schools, the technical schools, and other educational institutions supply a constant stream of students. The professional and commercial classes not only from Cardiff, but from a wide area round, keep us regularly employed. It may be a lawyer looking up the points of a case bristling with terminological or technical difficulties, or an expert from a great works in search of a solution to some scientific problem arising in the works, or seeking a description of some new process or piece of machinery. Then we always have a certain number of readers engaged in transcribing manuscripts, and looking up references and authorities from some literary work. . . . No restriction is placed on the admission of readers to the reference library. A ticket,

Reference department—Continued.

filled up at the time for each book required, is the only credential demanded. Manuscripts and other works of exceptional value are, however, not lent without reference to a senior officer, and in most cases the applicant is given a table in an inner room and every precaution is taken to prevent and detect damage. So far we have been singularly free from abuses; I cannot recall any instance of a manuscript being injured."

Reference work.

Amount of help to be given to readers.
W. W. Bishop. A. L. A. Bull. 2: 327-32. S. '08.

Reference problem of the state library.
F. L. Tolman. A. L. A. Bull. 2: 334-8. S. '08.

"Specialization in reference work will be determined by the degree of the specialization of the library itself and the extent of the use of the collections. In a well equipped library the following may be considered normal: a law librarian, a legislative reference librarian, a curator of public documents, an archivist who shall have charge of the public records, their custody, searching, editing, calendaring and publishing, a specialist in technology and science. These specialists will have large advisory power in book selection, will be responsible for the efficiency of their departments, have charge of correspondence relating to their special fields, develop the special indices and reference methods and superintend the bibliographic work in their respective departments.

... Reference work with state officials presents difficulties not in evidence in other types of libraries. The reference staff must hold before it the ideal of contributing a large impulse toward efficient government. They will appreciate the magnitude of the service they might render and will deplore the gulf that sometimes seems fixed between them and the state officials. It is their part to collect all information bearing on the subjects of governmental activity and the problems of legislation, to provide indices and bibliographical apparatus to make this readily if not immediately available and to digest, abstract and otherwise predigest much of this material for official use, and in all ways to be of service to the state."

Reference work in a small library. I.
Pierce. Lib. Occurrent. 2: 9-10. O. '08.

"In order to bring about the best results, the library ought to possess a special room for its reference work. This room should be well lighted; should have plenty of shelving; good ventilation and a comfortable, homelike atmosphere." The books "should be carefully and systematically arranged upon the shelves; they should not be crowded; they should be up to date, and the best editions should always be chosen." The librarian "must know their scope, their comparative value and peculiarities, and she should be familiar with their indexes, tables of contents, date and the reliability of the information which they possess.

... In order to give the right book to the right man the librarian must be perfectly familiar with the character of the material in the different books, and this means work. After the dictionaries, encyclopedias and special reference books have been exhausted, then comes the great boon to the small library, the magazines.

... To make any use whatever of the magazines demands that the librarian have and thoroughly know the use of the various indexes, such as 'Poole's Index to periodical literature,' 'Readers' guide' and the many special indexes.

... All indexes that are practical and working indexes should, as far as possible, be a part of every small library. For it is entirely by the use of these aids that the librarian can best help her readers. Besides the indexes there is an immense amount of bibliographical material that the librarian must have at her fingers' ends. Special lists should be carefully hoarded and used at the proper time, and thru use of them make use of the books. It is only

thru the use of these guides and the knowledge of how and when to use them the librarian gains command in the use of books." One great aid to reference work is the card catalog and this should be used both by the librarian and public in learning the resources of the library.

Thoughts on reference librarians, by a cataloger. C. B. Roden. A. L. A. Bull. 2: 361-70. S. '08.

"If it were conceivable that the books themselves might be arranged on the shelves in such a way that they could be found in three or more places at once, i. e., under author, title and subjects, that very moment would see the end of the cataloger." This, however, is not possible. Hence the cataloger has to do the best he can and he usually follows definite rules. What the reference librarian "should do is, to become absolutely and thoroly familiar with the cataloger's rules, and, what is equally important, with the cataloger's practice. I am no stickler for uniformity, nor for the constant, unwavering adherence to rules; I believe that a great amount of time is wasted in attempting to maintain these distinctions, with little material advantage. But if there is anyone who should stand up for, and bow down to, and reverence cataloging rules, it surely is none other than the reference librarian, the constant user of the catalog and of all parts of it, who is called upon to look for a multitude of things—names, titles, subjects, scattered over a large expanse of card trays, yet all amenable to, and coordinated by the same rules. ... It is the reference librarian, then, who, of all persons, should make it his business to come into closest touch with the cataloger. Being the interpreter of the catalog, the 'exponent of the index,' he should take heed that he knows thoroly the principles employed in the production of that formidable and treacherous thing which he must subdue to his uses, and when he does not do this; when he ignores it, for example, with the sweeping statement that it can't be depended upon anyway—when all the while he knows not how to use it—when he loses patience because a human contrivance proves to be not infallible, when he falls into the groove I have mentioned and begins to do his work sitting down, administering to every want the same prescription: three parts encyclopedias, three parts almanac and four parts Poole; when he expects too much of the catalog, and, failing to realize his expectations, depends upon it, henceforth, too little, then the reference librarian not only irritates the cataloger, but he does a positive injustice to the library he assumes to serve. Nothing is more exasperating to the enterprising cataloger than to spend time and thought on the creation of new subjects and to be careful that topics of absorbing current interest are adequately and even exhaustively brought out, only to find that seekers after just that information have been fed, as of old, out of that exhaustible pitcher of skim milk, the periodical index. ... The reference librarian can make or break the reputation of his library. He can (to mix metaphors) throw dust in the eyes of the average reader by feeding him the husks out of the hackneyed sources he keeps within reach of his hand, or he can inculcate a genuine respect for the library and its resources by supplying him with the true corn, the latest, the freshest as well as the best, like the lawyer and the honest man in the epitaph, however, not always one and the same. But this latter he accomplishes only by doing two things: First by keeping constantly and closely in touch with the cataloging department, seeking to attain its point of view, since it is the fruits of its labors that form the material for his—and he can perpetrate no greater flattery upon the cataloger than by exploiting the catalog to the utmost of its capacity. Secondly, I invite the reference librarians occasionally to pay us catalogers a visit in our own quarters. True, we may be secluded and sequestered. But we are not, as you are sometimes prone to assume, like the hermits of old, cut off from all worldly knowledge. It is with us that the new books make their entrance into the library. It is we who

Reference work—Continued.

have to open them, examine them, read them, all too often, in order to catalog them, until we literally know more about more of them than you who are the purveyors of them. We, again, determine the captions under which they are to be inserted in the catalog which you are charged with interpreting and vitalizing."

Registration of librarians.

Discussion of the Library association report on registration. Lib. Asst. 6: 252-6. Ja. '09.

Recommendations of the special committee on registration at the Brighton conference, 1908. Lib. Asst. 6: 196-9. O. '08.

Report of the special committee of the library association on registration, 1908. Lib. Assn. Rec. 10: 569-77. N. '08.

Reports. See **Library reports.**

School libraries.

How New York guides its children thru good reading. C. G. Leland. il. Harp. W. 52: 12-3. D. 26, '08.

"With half a million carefully selected and graded children's books, the Board of education of New York city carries on an active campaign against the cheap and sensational literature of the news-stand and the indifferent trash that has long masqueraded as 'good books for boys and girls.' In some eleven thousand classrooms in the elementary schools are small collections averaging from thirty to forty books—not text-books, understand—but real live attractive library books by Louisa M. Alcott, Mrs. Burnett, Mark Twain, James Otis, Stoddard, Henty, Cooper, Scott, and many other writers familiar to the young people of this generation. Combined, these little branch libraries form one of the largest libraries in the country in point of numbers, and in recorded usefulness the largest in the world. There is not a great variety offered, but the selection aims to be of exceedingly good quality, the very best obtainable; with an idea of creating a taste for wholesome literary food in the school-room, and then turning the child over to the public library later on for larger range. . . . Each teacher is librarian for her room, and in the higher classes pupils are appointed to assist. The position of class librarian is one of honor and usually falls to the 'greatest reader' in the class. Access to the books for reference is had at all times, but once a week a library period or book talk is held. Ordinarily the child is asked to tell something about the story read, and perhaps to write a composition on it."

Librarian in the high school. M. E. Hall. Pub. Lib. 14: 29. Ja. '09.

"The high school librarian should become perfectly familiar with the course of study, should know the special subjects taught by each teacher and the use each might make of the library. She must study the text-books used and be sure that her library or the public library contains as many as possible of the authorities referred to in the text-books. . . . She can put her technical training to good use in making the resources of her library available and then by means of lists, bulletins, etc., in making these resources known. . . . An interest in current events may be awakened by the posting of a daily bulletin, which can be edited by the junior students in turn under the direction of the librarian. . . . Encourage the use of the public library. Send the pupils there often to finish work begun in the school library. Post lists of good books for general reading and for recreation to be found in the public library not in the school library. See that each child has a card for the public library."

Library commissions and rural schools.

C. Marvin. A. L. A. Bull. 2: 314-6. S. '08.

"The Oregon school law provides for the supervision of all the school libraries of the state by the commission." It "provides that the commission shall prepare annually a list of books from which the school districts may make their selections; that a tax of not less than ten cents per capita for each child of school age, shall be annually levied by each county, and that this money shall be used solely for books to be selected from the list prepared by the commission." There are three main problems to be solved in carrying on the work: i. e., selection, care and use of the books. The selection is made thru the county superintendents of schools. "The Oregon commission sends the printed lists, with all the necessary blanks and instructions to the county superintendents, and once a year receives from each superintendent the order sheets for all of his districts. These sheets are cumulated into county orders and forwarded to the dealer who has made the lowest bid on the lot. Conducted in the simplest possible way this involves a great amount of detail work, as many of the districts have extra funds added to the tax allowance, a large percentage of them fail to make selections or ask the commission to select for them; some of them overdraw their accounts; others do not order enough books, and there are endless complications. It is, however, deemed best to have the detail work done in the central office as most of the county superintendents are unfamiliar with the books and are not accustomed to this sort of work. Also because it is the only way of making sure that the proper books are purchased each year. It is undoubtedly best to have the districts make their own selections, but the state list is large and the commission has attempted to aid in the matter of selection by sending on each order sheet a list of \$50 worth of books for first purchase. Within two or three years every district in the state will have these books and can begin to specialize along the course of study. . . . The care of books has been emphasized at every institute in the state and has been made a regular part of institute work for two years, an officer of the library commission being the instructor. The commission is required by law to make the rules governing the use of the books in the schools and has supplemented these simple rules with careful instructions in regard to their care, showing the teachers exactly how they should be cared for, how they should be opened, cut, etc., making simple forms for a loan system, and record books, which are sold by the state dealer. . . . It is quite essential to a well managed system that there be some method of checking the library and reporting upon it, for the transfer of books to the care of the school clerk for vacations, and for collecting for the bindery once a year." To encourage use of the books "the effort in Oregon for the three years past has been to make the teachers familiar with the books, to give them some understanding of the necessity of books, aside from the text-book, to tell them how to use them in their school work, how to care for them and to make them understand the importance of cultivating an interest in good books among the children, as well as the necessity of supplementing the text for the improvement of class work."

Norwegian school libraries. N. Rolfsen. For Folke-og Barneboksamlinger. 1: 17-22. 41-4. '07.

Shelf lists.

Records necessary for the small library. O. P. Coolidge. Pub. Lib. 14: 12. Ja. '09.

"The shelf list is a record in which the books are listed in the order in which they are arranged on the shelves. It is a most important record, in fact, almost indispensable to any but the very smallest library, as it furnishes the only reliable means of taking inventory and of preventing duplication in call numbers. It

Shelf lists —Continued.

is often used also as a subject catalog. Every librarian should take an inventory of the books at least once each year to ascertain whether any are missing. It would be a very slow and difficult task to do this without a record, corresponding in form to the arrangement of the books on the shelves. Hence the chief reason for the shelf list. One may use sheets or cards for the shelf list, but the latter method is growing in favor, as space must be left on the sheets for intercalation, and even then they must often be rewritten. A catalog card may be used, or a smaller card, as the information required will occupy but little space. The author's last name, the binder's title, call number and accession number are the only items needed. Different copies, volumes and editions may be entered on the same card."

Shelving.

Book stack and shelving for libraries. F. 16op. 72 il. 22 plans. '08. Sneed & Co. iron works, foot of Pine st., Jersey City, N. J.

Shelving of books.

Application of exact classification to shelf arrangement. G: A. Stephen. Lib. World. 11: 251-5. Ja. '09. (cont.)

"First there is the difficulty of arranging books of various sizes in juxtaposition to each other on the shelves. . . . When a library consists of a goodly number of large books, it is the usual practice to split the collection into three series: the octavos and smaller sizes constituting the largest series, the quartos forming another series and the folios a third. The dividing of the library into parallel libraries of octavos, quartos and folios does not affect the notation of the scheme in vogue, but to facilitate the finding of the books it is necessary to indicate in the catalog the series in which a particular book is located. . . . Every library must settle for itself how closely it will distinguish sizes on the shelves. By making size distinctions, regular appearance and economy of space is undoubtedly gained, but this method breaks up subjects into just as many groups as there are sizes. In any library it is most desirable to reduce to a minimum the number of different places in which the books of a certain class may be found, while in open-access libraries it is imperative that the library should be split up as little as possible."

Problems of a shelf department. F. Carney. Lib. J. 33: 433-7. N. '08.

"In any library, large or small, a good shelf classification is essential. The size and character of the library must to a large extent determine the scheme of classification. . . . After a group of books is arranged, the next thing in order is to write a shelf-list. Some librarians prefer one on cards, and others a shelf-list in book form. A shelf-list in book form should have the features of a card list. In other words, the sheets should be single, in a spring back or other cover, so that they may be readily detached and new ones inserted at will. With a shelf-list in book form, the shelves can be more conveniently read, than if it were on cards. The entry on a shelf-list should be brief, but inclusive. It should give the number of volumes, author, title, place of publication, date and size. In the case of tract volumes a brief subject entry, with possibly the number of pamphlets, is all that is necessary. There should be a special tract catalog where the details can be entered. . . . In the entry of sets, care should be taken to specify the number of volumes or years and to note particularly whether two or more volumes are bound together, and vice versa. Where the volumes run regularly, a dash from the first to the last volume or year would be sufficient. . . . Good shelf-guides are convenient in any library, large or small. For a college library, where the professors and the advanced stu-

dents are freely admitted to the stack, they are a necessity. A general guide, preferably printed form, should be placed in a prominent position at the entrance to the stack. Beside this general guide, a summary of the contents of each row should be placed on the ends. It will also help readers to have guides placed on the shelves. The most inexpensive shelf-guide I know of is an ordinary paper covered brick. The end of the brick can be utilized as a guide, by pasting a large gummed label on it, and by lettering it with the contents of the shelf. The brick of itself makes a good book support for ordinary sized volumes, so that it serves the double purpose of shelf-guide and a book support. . . . In a library with a considerable access to the shelves, there should be a constant examination to keep the books from being damaged and to correct misplacements. The most useful portions of the stack should be examined often rather than other parts of the library. It is a good plan in this work, first, to go over the entire library systematically, and then, before starting on another examination, to look over the most used portions. By this method, the shelves can be kept in fairly good order, and the labor of finding books decreased. . . . The more valuable books in a library should not be left on the shelves, but should be especially cared for in locked cases. These locked cases need not of necessity be near the classification to which they belong. It is far better, especially in a large library, to have them housed in a separate room, with good table space for consultation, and with an attendant in charge. In shelving volumes the best way is to shelve folios together without providing a special number for them in sub-groups. Classify the folios in their regular place but place the capital letter "F" at the end of the shelf-mark to indicate that the book is in the folio row. This plan protects the folios and increases the capacity. Book-dummies are often used to represent books that are not classified in regular way. Most of the dummies in use are too thin. "As a dummy represents a book, it ought to be near its size and it should be thick enough to allow the writing of a title on the back. Perhaps the thickness of a half three-quarters of an inch would be sufficient. This is large enough to be labelled and to hold the number, the title, and the temporary notation of the book written on the back. It prevents the necessity of pulling out the dummy to find location of the book. . . . There is a natural demand on the part of readers to have the new books that are being added to the library. One plan now in use requires that every book received by the library to be placed, soon as cataloged, in a new reference room connected with the delivery room. These books stay here for one week, and a different color slip for each day placed loosely in the book keeps track of the day when the book is to go to its regular place in the stack. This does not interfere in any way with the selective system already established. There still remain 'new book' shelves where the books of a popular character are placed for a longer period."

Small libraries.

Library commission, the small libraries and the card catalog. A. S. Tyler. A. A. Bull. 2: 370-2. S. '08.

Notes on this article are given under the heading Catalogs.

Library resources of low cost and high value. A. V. Milner. N. Y. Librarian 1: 173-7. Ja. '09.

"The ideal of those who are responsible for even the smallest library is a collection of well selected books, frequent interesting additions to the circulating department, a useful, active reference department, and the whole well organized, popular, and managed by a capable librarian. It is desirable but by no means essential that the librarian be a library scholar."

Small libraries—Continued.

graduate. "If she is intelligent, interested in the progress of the library and the welfare of each individual who uses it, and ready to make every effort that will benefit either people or library, she is of the material of which the best librarians are made, whatever their training. The essential principles of library economy that your librarian wants to learn are presented in a few inexpensive handbooks. The clearest and simplest of these for a beginner is Dana's Library primer, costing \$1. Get it of the Library bureau, Boston, New York or Chicago, and ask for their free pamphlet, How shall I catalog my library, and for a list of their other publications. Send also for a circular describing the 5 cent tracts and 15 cent handbooks of the A. L. A. publishing board, 34 Newbury street, Boston. They treat the various subjects to be considered by librarian and library board." Frequent additions to the circulating department can be best supplied thru traveling libraries. "Then there are opportunities for buying at secondhand, and there are inexpensive editions of much of the fiction needed in public libraries." Much useful material is contained in the government documents and they may be obtained at very small cost. Ask the Superintendent of documents at Washington for a list of titles and prices. Check what is wanted and send the list to your representative. Advertising booklets and files of old magazines can often be collected without cost, and contain much valuable material. An inexpensive way of cataloging is to buy a good printed catalog and check it, writing in the book numbers. By interleaving it, books not printed in can be written in. It is necessary to keep well informed about what is going on in the library world, and so a good library periodical should be subscribed for. "Library institutes and meetings of library associations are valuable and inexpensive resources, for much inspiration and information are gained in return for a modest outlay of money."

Public library from the business man's standpoint. H: R. Huntting. Pub. Lib. 13: 335-9. N. '08.

"First of all a library presupposes a building—a home for the books. It seems to me that the library building for the small town should be such a structure as the citizens might well be proud of—it should be located centrally and should have an appropriate setting; it should be architecturally fine, well lighted and convenient." In buying books, the people must be considered, in order to get the books most suitable for the community. "A library, to be of the greatest service to the community, should be largely an educational institution in one way or another. That library which circulates for the most part popular fiction is not accomplishing the greatest amount of good." Special effort should be made to interest people in good books by means of book lists distributed in various ways or published in the newspapers. Another way to create interest is by lectures about books. "If in a farming community, have a talk on agriculture—the best and latest scientific way to treat soils—or something of this sort. This would draw the farmer and his family to the library, and at the same time an exhibition of books might be made. . . . Much of the success of library work must depend on the librarian. The work of a librarian demands a good many qualities—knowledge of books, a love for books, patience, tact, some knowledge of human nature, and a saving sense of humor. . . . The trustees or directors should be ready at all times to give advice, criticize, suggest, and do everything possible to aid the librarian. At the same time, an opportunity should be given to librarians to work out their own ideas, apply their own methods, and do their duty conscientiously and faithfully as they see it."

Records necessary for the small library. O. P. Coolidge. Pub. Lib. 14: 10-3. Ja. '09.

"If a library can provide but one record, the

record which will furnish the most information in the smallest space at the least cost with the least expenditure of time, is the accession record, that is, the chronological list of the books in the library. Each book is entered in the accession record in the order of its receipt. The most satisfactory way of keeping this record is in the accession books supplied by the Library bureau. The condensed accession book, costing five dollars per 5,000 lines, is sufficient. Every book (volume and edition) is listed on a separate line. The number of the line upon which the book is entered is taken as the accession number and this number is written in the book, usually on the page following the title page. The condensed accession book has space for the following entries: Date of accession, accession number, author's name, title of the book, place of publication and publisher, date of publication, paging, size, binding, source, cost, classification and book number, volume number and remarks. Some of these items may be omitted, particularly the paging and size, which require more time for entry than the others, but most of the items will be found useful for the identification of a book, for the correction of errors and for other information. Later, the binding items and the loss or withdrawal of a book should be noted. Thus the accession record shows the exact resources of a library and contains the entire history of every book. In libraries, where the minor records are not provided, the accession book may serve as a withdrawal, order and binding record, statistical record and gift book. The three most practical uses of the accession record are: (1) As a source from which the monthly and yearly reports can be compiled. (2) As a place from which to find the value of a book, which is lost and for which the borrower wishes to pay. (3) As a basis for insurance. In case of fire the insurance agent will demand a statement of the loss, and from the accession book, an easy record to save, the information needed can quickly be secured. . . . The catalog is the source from which the public learn or should learn what the library contains and the aid upon which the librarian must depend to a very large extent. . . . The form usually recommended is the dictionary catalog, that is, the author card, the title card (where a book is apt to be called for by its title), and the subject card or cards, arranged together in one alphabetical order. The catalog then shows, first, what books the library has by a certain author; second, what books on a certain subject; third, whether it contains a book by a certain title. . . . The shelf list is a record in which the books are listed in the order in which they are arranged on the shelves. It is a most important record, in fact, almost indispensable to any but the very smallest library, as it furnishes the only reliable means of taking inventory and of preventing duplication in call numbers. It is often used also as a subject catalog." If a small library is supplied with these three records there will be but few questions in regard to its contents that cannot be answered satisfactorily.

Reference work in a small library. I. Pierce. Lib. Occurrent. 2: 9-10. O. '08.

Notes on this article are given under the heading Reference work.

Small town library. L. Huntley. Lib. World. 11: 205-8. D. '08.

Notes on this article are given under the heading Librarians and assistants.

What a library may do for a small town. A. E. Bostwick. N. Y. Libraries. 1: 172-3. Ja. '09.

"The library of a small town is rarely large, but its librarian is apt to regard this as too much of a limitation. The limitation that really matters is a deficiency in quality or a lack of adaptation of reading matter to readers. . . . The main thing is to have an acknowledged center where one may come into contact with information and ideas somewhat different from those accessible at the corner grocery.

Small libraries—Continued.

It is a good thing for people to know that books exist, and still better to know that they exist in the community under conditions that make it possible for every one to read them. This being premised, the next thing that the library may do depends on the librarian. It is the fitting together of books and community. This may involve change in both. The taste of the community may be such that only a trivial and undignified collection would suit it. If so, the taste must be improved and the librarian must improve it. . . . In other words, the small library should buy good books that its people want to read; and it should also get other good books and make its people want to read them. Among good books that a small library should have are some that are good for its particular community. No matter how small a library is, it may have at least one collection that is the largest and best of its kind in the world—its collection of local material—files of the local papers, pamphlets and books published by residents, biographies of its eminent citizens." The second way in which a library may be of use in a small town, is by assuming some of the functions of an art gallery, a museum, a botanical garden and a lecture bureau. In doing this certain limitations should be observed. "First, the usefulness of the library as a library must not be sacrificed, and wherever possible, these other departments of work should be made to point the way to the books. Secondly, these departments should be strictly local—the only way to make them at once dignified and valuable."

Staff meetings.

Staff guilds, clubs and reading circles. R. Wright. Lib. Asst. 6: 216-8. N. '08.

State aid to libraries.

Provisions of the New York law. N. Y. Libraries. 1: 151-2. O. '08.

The steps to be taken in order to obtain public library money in New York are given.

State libraries.

National association of state libraries; reports at Lake Minnetonka. A. L. A. Bull. 2: 260-70. S. '08.

Reference problem of the state library. F. L. Tolman. A. L. A. Bull. 2: 334-8. S. '08.

The state library is primarily "a library of consultation and research for the use of all branches of the state government, legislative, judicial, executive, administrative." Its second function "is the preservation of the public records and history of the state. The history collection should contain all material and records necessary for the most exhaustive historical study of the state or any of its parts. It should thus be especially rich in source material, manuscripts, public records, maps, and should include a large collection of local state history, state biography, state family history, newspapers and illustrative material. . . . While the character of the collections of the library must necessarily be determined by the needs of state officials, the use of the collections should not be limited to them. The library should present such opportunities for study in its special fields, collections so complete, indices and catalogs so useful, that special students in these fields would frequently be attracted to it. . . . The state library should desire to develop the maximum of co-operation with the local libraries, and offer to supplement their limited collections by liberal loans. It should desire, in so far as it may be able to do so, to enable each local library to meet effectively the demands of the special student. It should wish every person engaged in special research in the state to know that the collections of the state library stand back of each local library and that wherever practicable needed books from the larger collection may be had."

Relation of state libraries to other educational institutions. J. L. Gillis. A. L. Bull. 2: 284-5. S. '08.

"The relation of the state librarian to other libraries and educational institutions should of course, be one of harmonious cooperation; they should all be working for a common end and combining the influence of all of them cannot fail to get beneficial results. The relations depend very largely upon the state librarian. I might say they depend entirely upon him, as to whether he is active, whether he wishes to bring about the results or whether he prefers to let it go by the board and get his pay and take it easy, or whether he wants to work and get results."

Relations between state and municipal libraries. R. G. Thwaites. A. L. A. Bull. 2: 285-90. S. '08.

"The original object of the legislature founding a state library was, presumably, three-fold character: (1) As a place of cust for the past records of the state; . . . (2) a storehouse of all manner of accumulated knowledge—generally in printed form, altho it is still be in manuscript; . . . (3) a bibliographical laboratory for present-day instruction adapted especially to the needs of the various branches of state government—judicial, legislative, administrative, educational." Of years there has grown up the "legislative reference department, actively familiarizing legislator or state official with these tools, assisting him to use them, thereby greatly increasing the quality of his service to the public." Sometimes the municipal library of metropolis exceeds in size the state library usually the state library can be of practical assistance to it, especially on the reference side. "A state library, supported by the taxpayers of the entire commonwealth, is under direct obligations to all of its people, and should be as generous to them as circumstances will allow. It should be remembered, however that the state library is not, in the main, intended to be peripatetic; its first duty is to state officials and the legislature, and to the highest educational interests of the state. . . . That greatest possible liberality to municipal libraries should at all times be exercised, is in my mind obvious, if the state library is to be justified in the eyes of the tax-payers, or in the conscience of the librarian."

Statistics of state libraries. H. O. Bachman. A. L. A. Bull. 2: 270-6. S. '08.

Story telling.

Gentle art of story-telling reviewed. World's Work. 16: 10748. O. '08.

"Last December Miss Anna C. Tyler for a Junior story-tellers' league in the children's room of Pratt Institute library, in Brooklyn. Out of an audience of from forty to sixty children, two junior leagues were formed. They all assemble regularly to hear the evening story, and the leagues meet afterward. Each league elects its own officers and conducts its own meetings. The president takes the names of seven or eight of the children present, of whom volunteer to have a story ready for the next meeting, and of those so chosen they have only been a few who have not been ready with a story when called upon. . . . There has been but little attempt to dictate to them the kind of story that they shall tell, the direct request being that they shall not tell stories. Some of the best Norse, Greek, Indian myths; animal and nature stories of Kipling, Seton-Thompson, Charles Dudley Warner, and John Burroughs; 'Macbeth,' 'Eveline,' 'The lady of the lake,' 'A Yankee at Arthur's court,' stories of adventure, and some of the most famous of the fairy tales have been told—and nearly always well told—by boys and girls from ten to fifteen years old. The children are learning to read—the careful selection

Story telling—Continued.

thru book after book for the story they think will be the best to tell. The final selection is always their own."

Story-telling in libraries. J: C. Dana. Pub. Lib. 13: 349-51. N. '08.

The writer contends that much of the time spent in the story hour could be more profitably used in instructing the teachers in the use of the library and in the knowledge of children's literature, and, if need be, in the art of story-telling.

Summer school certificates.

Report of the committee on summer school certificates, 1908. A. L. A. Bull. 2: 311-2. S. '08.

Tax for libraries.

Logic of library tax. N. Y. Libraries. 1: 186-7. Ja. '09.

Traveling libraries.

Discussion of traveling libraries at the fifth annual meeting of the League of library commissions, 1908. A. L. A. Bull. 2: 304-5. S. '08.

Traveling libraries. K. Fischer. For Folke-og Barneboksamlinger. 2: 9-13. F. '08.

Traveling library statistics. M. W. Brown. A. L. A. Bull. 2: 306-9. S. '08.

Village libraries: the Isle of Wight scheme. A. W. Kemp. Lib. Assn. Rec. 10: 647-8. D. '08.

Village libraries: the Westmoreland schemes. J. W. Brown. Lib. Assn. Rec. 10: 644-7. D. '08.

Workingman and the library. See **Libraries, Use of, by the public.**

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leian.
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care of books.
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braries.
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reading.
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ica.
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ter.
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National Education Association. Report
on instruction in library administration
in normal schools.

Olcott, F. R. Rational library work with
children and the preparation for it.

Plummer, M. W. Hints to small libraries.
Plummer, M. W. Training for librari-
an-ship.

Porter, Noah. Books and reading.

Putnam, G. H. Books and their makers
during the middle ages.

Rawlings, G. B. The story of books.

Savage, E. A. Manual of descriptive anno-
tation for library catalogues.

Smith, A. M. Printing and writing mate-
rials.

Spofford, A. R. Books for all readers.

Stearns, L. E. Essentials in library admin-
istration.

Stephens, H. M., and others. Counsel upon
the reading of books.

Winchester, C. T. Some principles of lit-
erary criticism.

Woodberry, G. E. Appreciation of litera-
ture.

Notes on Miss J. M. Campbell's article
on the Library and the immigrant in the
January *Library Work* were, by mistake,
inserted under the entry for A. G. S. Jo-
sephson's article on Books for immigrants:
Swedish.

The librarian of the Bureau of education
reports the transfer to the Library of con-
gress and the public library of the District
of Columbia of 26,851 volumes, 15,512 pam-
phlets, and 16,241 periodical numbers.
These books were on subjects not included
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brary, which is limited to education, phil-
osophy and psychology.

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Compromise.

Customer (in book store). "Let me have
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cents. Just give me Antony." Harper's
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- Library, n.s.—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.
- Lib. Asst.—Library Assistant. 3s. Hugh Smith, Bishopsgate Institute, London, E. C.
- Lib. Assn. Rec.—Library Association Record. Single numbers, *2s. Whitcomb House, Whitcomb St., Pall Mall East, London, S. W.
- Lib. J.—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. Occurrent.—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.
- Lib. Work.—Library Work. 50c. The H. W. Wilson Company, Minneapolis, Minn.
- Lib. World.—Library World. 6s. 6d. Library Supply Co., 181 Victoria St., London.
- Minn. Pub. Lib. Com. Notes.—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.
- Neb. Lib. Bull.—Nebraska Library Bulletin. Nebraska Public Library Commission, Lincoln, Neb.
- N. Y. Libraries.—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- News Notes of Cal. Lib.—News Notes of California Libraries, California State Library, Sacramento, Cal.
- Ohio State Lib. Bull.—Ohio State Library Monthly Bulletin, Columbus, Ohio.
- Pub. Lib.—Public Libraries. \$1. Library Bureau, 156 Wabash Ave., Chicago.
- Vermont Lib. Com. Bull.—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wash. Lib. Bull.—Washington Library Association Bulletin, State Library, Olympia, Wash.
- Wis. Lib. Bull.—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.
- Zentralblatt für Bibliothekswesen.—Zentralblatt für Bibliothekswesen. M. 15. Otto Harrassowitz, Leipzig.

* We are indebted to Mr. F. G. Axtell, Librarian of Macalester college, St. Paul, for translations and digests of the articles in For Folke-og Barneboksamlinger.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current Library Literature

January to March 1909

Administration.

Who's who in the library. J. L. Wood-uff. Pub. Lib. 14:81-4. Mr. '09.

The question that produces the most friction between directors and librarians is probably that relating to the selection and purchase of books and periodicals. . . . The function of the board of directors concerning the selection and purchase of books and periodicals should be to define the general policy of the library, running their character and kind. . . . To determine the amount to be expended. . . . To determine the policy to be pursued concerning extra purchases. . . . The librarian, as the chief officer of the board, should: Be granted the most freedom in the carrying out of the general policy. . . . Be considered an authority on the needs of the library. . . . Exercise unrestricted censorship. . . . Be the purchasing agent of the board."

American library association.

L. A. and A. L. I. Pub. Lib. 14: 53-4. F. '09.

Discussion of the relation of the two organizations.

American library association constitution. J. C. Dana. Pub. Lib. 14:64-5. 9. F., Mr. '09.

Suggestions on revision of the constitution made by J. C. Dana.

Will the A. L. A. remain democratic? V. F. Yust. Pub. Lib. 14:132-3. Ap. '09.

American library association book list.

L. A. booklist. J. C. Dana. Pub. Lib. 14:91. Mr. '09.

Dana advocates the conversion of the list into a select and annotated list of the books for the use of the general public. It should be printed in two columns, for greater convenience in reading, and should be called—"Recent Publications."

American library institute.

L. A. and A. L. I. Pub. Lib. 14: 53-4. F. '09.

Discussion of the relation of the two organizations.

Notes of the New York meeting. Pub. Lib. 14: 59-60. F. '09.

Bibliography.

Training of college students in bibliography. A. Keogh. Pub. Lib. 14:124. p. '09.

A course in the bibliography of history is required of all students at Yale university before further courses in history can be taken.

. . . . The aim of the first term is to introduce students to as large a number of books as possible. . . . Early in the term the students are taught to use the preface and contents of books, to discuss their scope, and to pass criticism upon them. A personally conducted tour of the library is made, the reference shelves shown, the location of the ordinary books needed, and the method of taking out books is explained. . . . The aim of this bibliography is to teach students how to find articles and how to cite references."

Binding and repairing.

Address at first library meeting. H. Nyhuus. For Folke-og Barneboksamling. Nr. 2:92-5. D. '08.

A uniform binding has various advantages. Here in Christiania the books of the Deichman library are so well known that it is very difficult to dispose of them except to the most illiterate junkman. (Translation.)

Economy in book repairing. Annual report, 1908. p. 17. Cincinnati public library.

"In the mechanical handling of the books the doing away with tags on the fiction at the branches and the shellacing of the tags on classed books, resulted in considerable saving of time. The tags on novels were constantly coming off, and each month it took the time of an assistant for several days to replace them at each branch. Since the introduction of flexible glue, by means of which, with suitable manipulation, it is possible to replace the covers on books, which otherwise would have to go to the binder, the time of one member of the repair department was found sufficient to make these repairs throughout the whole library system. She goes from the Main Library around through the branches gluing covers. The books are quickly back on the shelves in a strong and flexible condition, as though they had been rebound. This use of flexible glue is resulting in a saving on the binding bills of thirty or forty per cent. It brings the cost of rebinding novels down to a cent or two a volume, practically to nothing when the saving in time and labor in handling and recording of books sent to a bindery is considered."

Library bookbinding. G. Stoskopf. Pub. Lib. 14:87-9. Mr. '09.

A minute and clear description of the mechanical processes of binding, and the business methods of both library and bindery.

Specifications for book cloths. Lib. J. 34:120-1. Mr.; Same. Pub. Lib. 14:135-6. Ap. '09.

The Bureau of standards has formulated these specifications for book cloth for binding depository sets of public documents.

Blind.

California state library for the blind. M. R. Gillis. Lib. J. 34:115-8. Mr. '09.

A census of the blind residents of California was taken, and all such were asked to say what

Blind—Continued.

style of type they preferred and what books they would like to read. Books in various types were bought. No guarantor is required of blind borrowers. Books are mailed according to law, free of cost, and may be retained indefinitely unless wanted by others. Equipment for learning to read, with instructions as to its use is sent out, and forty blind persons, some of them ninety years old, have learned to read. Others have learned an additional style of type. Effort is made to keep borrowers continuously supplied. Suggestion is made that public libraries might maintain small reading rooms for the blind at comparatively little expense. A list of addresses of firms supplying books, magazines, etc., for the blind is given.

Book buying.

See also Tariff.

Importation of books under the new copyright law. Lib. J. 34:110-1. Mr. '09.

Book lists.

A. L. A. Booklist. J: C. Dana. Pub. Lib. 14:91. Mr. '09.

Notes on this article will be found under the heading American library association book list.

Book prices.

See also Tariff.

Book selection.

See also Nature books.

Aids in book selection. Kroeger, A. B., and Cattell, S. W. (Library handbook, no. 4.) D. 28p. 15c. (D.) '08. A. L. A.

Designed for the small library with a modest income, and a more-or-less inexperienced librarian. It includes information on book reviews, trade bibliography, publisher's catalogs and bulletins, auction and second hand book-sellers' catalogs, library catalogs, bulletins and finding lists, subject bibliography, children's literature, documents, foreign literature, periodicals.

Books, Care of.

Preservation of books in libraries, pt. 2, Stains. R. D. Macleod. Lib. World. 11:331-5. Mr. '09. (to be cont.)

Oily stains should be dealt with first. "Resinous stains will respond to an application of turpentine or eau de cologne." After soaking leaves of books, careful handling and drying on clean surfaces, with subsequent sizing is necessary. When chemicals are used in solution for soaking they must be carefully washed off, the leaves sized and exposed to the light. Poor printer's ink should not come in contact with benzine or turpentine. Oxalic, citric and tartaric acids in solution will not act on printer's ink. Blood stains may be removed by soaking in cold water and applying soap lather while still under water. Rinse with cold water, dry and size. "Books which are observed to be taking damp stains should have placed near them lime in saucers. . . . Make a solution of boiling water and alum, and allow the sheets to float in it for a few hours. . . . Dry and size." To remove grease, "place a piece of blotting paper under the leaf affected, and another piece over it, and apply a hot iron, or, place a piece of good blotting paper under the leaf, scatter evenly over the other side of the leaf some powdered French chalk, place another piece of blotting paper over this and apply a hot iron." To remove ink stains, "apply a strong solution of oxalic or citric acid to the parts, following this by a weak solution of chloride of lime. It is sometimes more effectual to follow the bath of oxalic acid by the application of a solution of one part hydrochloric acid to six parts water, after using which cleanse in cold water and dry slowly, then size." Oils yield to a solution of sulphuric ether. Dip the leaf in cold water, dry and size.

Books, Use of.

Library instruction in normal schools. Pub. Lib. 14:147. Ap. '09.

Measure of ability. Pub. Lib. 14:128-9. Ap. '09.

An argument for instruction in the use of books in high schools, normal schools and colleges. Students come to college with no knowledge of how to use a library or even how to use the individual books. Libraries should cooperate with schools to remedy this defect in secondary education. Normal schools are beginning to recognize the importance of such training and are instituting courses of instruction to the end that teachers may be able to use the libraries themselves and cooperate with librarians in instructing children in the use of books and the machinery of libraries.

Buildings.

See also Lighting.

Beautiful building and its contents. Pub. Lib. 14:60-2. F. '09.

A description of the Patterson memorial building of the public library of Westfield, N. Y. "One of the most artistic features of the building is the pergola at the rear, encircling the semi-circular stack room."

Buildings are not libraries. Pub. Lib. 14:56. F. '09.

Carnegie buildings are proving "white elephants" in many places. Newspapers often mistake buildings for libraries. A library building should not be erected until it can be maintained without crippling the library.

Proposed new building for the New Haven free public library. Lib. J. 34:113-4. Mr. '09.

Card indexes.

Indexing of periodical literature and the work of the Concilium bibliographicum, Zurich. A. L. Voge. Biblio. Soc. of Am. Proc. and papers. 2:116-34. '07-'08.

Notes on this article are under the heading Classification.

Carnegie libraries.

Carnegie library gifts, 1908. Lib. J. 34:11-2. Ja. '09.

Library suggestion. Dial. 46:69-71. F. 1, '09.

It is suggested that Mr. Carnegie would encourage the publication of good and useful books, and insure a wide reading for them by purchasing 1000 copies each of such books and bestowing them upon Carnegie libraries that might otherwise not be able to have them. It is estimated that an expenditure of \$50,000 a year would place 50 new books in each of the libraries selected. A Carnegie committee on the current literary output might be entrusted with the selection of an approved list, and might even be instrumental in having the publishers take up certain manuscripts that would otherwise not be profitable enough to warrant publication.

Catalog cards for sale.

Royal library of Berlin regulations as to printed cards. Lib. J. 34:114-5. Mr. '09.

Cataloging.

List of books for free high school libraries with instructions for cataloging. O. 187p. '09. Education dept., Madison, Wis.

Contains elaborate instructions for cataloging and caring for books in a school library. The actual cataloging forms are printed and minute subject headings suggested.

Children's department.

Children's library in Cleveland. *Char.* 21: 298. N. 21, '08; Same. *Lib. J.* 34: 31. Ja. '09.

Possibilities for work with children in small libraries. H. U. Price. *Pub. Lib.* 14: 121-3. Ap. '09.

The librarian should accept the judgment of those who have specialized in the selection of books for children. The child of foreign parentage should be shielded from books that use "success" as synonymous with "dollars." Such children depend "on the public school and the public library, not only for their education, but for their admirations." Non-fiction should be equally carefully selected—avoiding that which is not accurate, authentic and attractive. The librarian must study to adapt the book lists of specialists to the individual library. High ideals in selection should be tempered with common sense. Some books may be profitably used as "stepping stones" to better ones. The library should impose no age limit. Children of fairly intelligent parentage are likely to evade an age limit by using cards belonging to adults, while the children of the ignorant have no such resource, but the news-stand cheaply furnishes sensations without reference to age. The librarian can utilize the story hour and the reading club as an excuse to visit schools. The co-operation of the teacher should be earnestly sought. Sunday schools and clergyman may, similarly, be made allies of the library. Bible stories told at Sunday school by the librarian may lead to better use of the library. The librarian must know the conditions of the children's homes in order to intelligently direct their reading. Mothers may come to the library for an afternoon talk. Posters may be used to advertise the books. Picture bulletins should be sparingly introduced as they consume much time with a limited usefulness. A shelf of books by the librarians desk, wisely selected with reference to some special line of reading is a simple and effective sort of advertising.

Special aid for children. *Pub. Lib.* 14: 67. F. '09.

Children's library helpers, an association whose object is to help provide good books for the children's library department of the Providence, R. I. public library has been instrumental in having a booklet entitled *Child's own library* printed. This is a graduated list of books, selected by Mrs. Root, the children's librarian. The selections range from picture books up to books for fourteen-year-olds. A permanent exhibition collection of the books on this list is kept on the open shelves of the Providence library.

Children's reading.

Book and the child. E. W. Bates. *Harp. W.* 53: 15. Ap. 10, '09.

A teacher in a New England town found difficulty in interesting pupils in the literature chosen for school study. "It was a boy, hanging about the desk one recess for the purpose of warmly recommending to me The lightning conductor, who voiced the sentiments of his class by inquiring hotly why people who wrote classics never wrote anything interesting; why, in all common sense, the class could not read Beverly of Graustark for literary study instead of Sir Roger de Coverly; why on earth anybody should read Addison anyway? Accordingly, I looked about for some books which were accepted classics, or else which had ranked somewhat higher from a literary point of view than the lighter and more fleeting favorites that had so taken their fancy. From these I posted a list for supplementary reading. The perusal of one novel, one short story, and one poem from the list were required monthly, and then the children were invited to report their impressions with perfect frankness." Arabian nights, Scottish chiefs, Don Quixote, Daisy Miller, the Virginian, the Prince and pauper were among those listed. The short stories included Mar-

gery Daw, Philosophy four, Brushwood boy, Courtin' of Dinah Shadd. Among the poems the Ballad of east and west was easily the most popular. No one cared for the Blessed damozel. The Virginian was read universally and ardently.

Children's reading.

Books that boys like. *Pub. Lib.* 14: 140. Ap. '09.

Part of a correspondence with Mrs. Laura E. Richards. The books listed are books written for grown ups that boys like or ought to like.

Brookline (Mass.) pub. lib. Something to read, for boys and girls. D. 7-31p. pa. '08. Brookline public library.

"The selected books are arranged under the following classes: Stories for boys; Stories for girls; Occupations for boys; Occupations for girls; Animals, birds, insects; Famous old stories, in prose and verse; Famous men and women; Our own country; Over the seas and far away; Books of poetry; Novels." Library Journal.

Notes on children's books taken at lectures given by H. E. Hassler. *Pub. Lib.* 14: 136-9. Ap. '09.

Colored supplements and caricature, such as the Denslow books are condemned. After Mother Goose, fairy tales are the child's natural reading. The old, standard fairy tales should be purchased first—the new ones, many of them, never. Scudder's Children's book is the best compilation. Jacobs is the best modern writer of fairy tales. Greek myths may be put at the beginning of Greek history, and the Arthurian legends at the beginning of English history. Norse mythology should follow classic lore, and Christian myths, including St. George and the dragon, should not be omitted. For this latter type of legend Amy Steedman's *In God's garden* is the best book. Animal stories come next to fairy tales. The Pittsburg list of such stories is a valuable aid in selection. Some of Ernest Thompson-Seton's books are a delusion and a snare. Miss Alcott's books are still the best children's stories we have had. Mrs. Burnett should be left out, as she does not understand the normal juvenile mind. Barbour is a safe writer for boys. Henty is dangerous. Get many good general collections of poetry. Use advertising methods, bulletin boards, etc. to get books read. Freedom in the children's room is desirable, but a sense of obligation should also be inculcated. Keep a record of the child's reading on his library card and do not transfer him to the main library until his card shows that he is ready for it. The story hour is not for amusement, but as an introduction to books. The children's room should be attractive, cozy and dignified. Bufts and yellows are best for a color scheme.

Parent and the librarian: both should keep an eye on the child's reading. M. J. Moses. *Good H.* 48: 398a-d. Mr. '09.

The children's librarian needs the assistance of the parent in order to meet the needs of the individual child. The average parent is indifferent to what the children read. Some way of inducing the parent to come to the library must be devised. The librarian can reach mothers by attending patrons meetings at the school and speaking directly to them. The children of the poor frequently read better books than the children of the rich, whose parents conspire to make weaklings of them. Women's clubs should be in cooperation with public libraries in the matter of children's reading. The ideal child is not the public school child, or the library child, but the home child, and the parent must guide that child's reading.

Pittsburg. Carnegie lib. Catalogue of books in the children's department. pa. 75c. '09. Carnegie lib., Pittsburg.

"The Carnegie library of Pittsburg has issued its new Catalog of books in the children's

Children's reading—Continued.

department of the library. The catalog includes the titles of 2500 carefully selected books suitable for children and is based on 10 years of study and observation of children's needs and wishes. Many experts on various subjects have been consulted. The catalog is fully annotated for the use of children, and is one of the most valuable pieces of work that has been sent out recently. The main portion of the catalog is arranged alphabetically, under the names of the authors. No effort has been spared to make it both useful and convenient. To increase its usefulness an alphabetical list of titles and a very full subject index have been added. The whole forms a volume of 604 pages." Public Libraries.

Reading for pleasure and profit; a list of certain books which young people find entertaining, being chiefly books which older readers enjoyed when they were young; published for high school students and other readers. D. 16p. '09. Free public library, Newark, N. J.

"This list was compiled several years ago by the high school instructors and has since been often revised and changed. The division into eight parts has been made for convenience in suggesting books to pupils from 14 to 18 years of age in the several high school grades." Library Journal.

Circulation of books.

Comparison in book circulation. Pub. Lib. 14:99. Mr. '09.

How to keep up the summer circulation. H: F. Marx. Penn. Lib. Notes. 1:5-8. O. '08.

The public library of Easton, Pa., instituted special summer telephone and delivery service. This was advertised by means of postals sent to each family in which there were borrowers, and window cards in stores. The unlimited use of the telephone was allowed for inquiries, for reservation, charging and renewal, with the small charge of five cents for delivery. Many people have been accommodated by the plan and the summer circulation was greatly increased. The street cars, delivery stations and small boys are utilized in the distribution of the books.

Classification.

Expansive classification. W. C. B. Sayers. Lib. Assn. Rec. 11:99-117. Mr. '09.

The expansive classification is based on evolution as is also that of J. D. Brown, but they show wide differences. "There is an order in the main headings of the Expansive Classification which may be called logical. A savage becomes apprehensive of deity through a savage philosophy, and before he is aware of national identity or history he must be aware of individual identity or biography, geography, or his knowledge of his immediate physical environment as it relates to his nation, would naturally be developed with the development of his national conscience. The social sciences, the economic relations of men to one another in a community, naturally spring out of the needs of a national social group—or social aggregate, to use Emil Ketch's phrase; the social bases of a nation being secured, it naturally develops industries and the embellishments of life; hence the sciences and arts in their varying forms of medicine, industrial and technical arts, and then the fine arts. The final stage in national development is the sensible conserving of thoughts and records by the arts of writing, which reach their culminating point in pure literature. We see, therefore, that there is a logical co-ordination of main headings in the expansive system. . . . The decimal classification is practically without co-ordination in its main classes." There are seven schemes of

classification in progressive order of fulness. The basis of notation is the alphabet. The expansive classification is "philosophically consistent. Its co-ordination is clear throughout."

Indexing of periodical literature and the work of the Concilium bibliographicum, Zurich. A. L. Vogt. Biblio. Soc. of Am. Proc. and papers. 2: 116-34. '07-'08.

All minute classification schemes for science as yet published are inadequate, but the expansion of the Dewey prepared by the *Institute Internationale de bibliographie de Brussels* for classifying references for the use of specialists is the best. The machinery of evolving a scheme of classification by means of loose leaf note books is minutely described. Decimal notation is favored. There is too great a tendency to classify by form divisions rather than by subject divisions. The electrolytic production of sodium should be classed under sodium not under electrolysis. The card system publishing bibliographies and indexes is of greatest value to manufacturers and specialists. The Concilium bibliographicum of Zurich, Switzerland publishes card bibliographies in zoology, physiology, anatomy, paleontology, animal biology and microscopy. Any card bibliography of periodical literature lies within the scope of the Concilium's endeavors. A bibliography of electro-chemistry is in preparation.

Clubs and libraries.

Study club program. Iowa lib. com. leaflet, no. 8.

Suggestions as to most profitable kinds of programs, methods of study, and ways of obtaining material for study.

College libraries.

Library in the university. A. T. Hadley. Pub. Lib. 14:115-7. Ap. '09.

The spirit of research was absent from the old time college library. The men of that generation browsed; they did not investigate. Research was carried on in the private libraries of the professors. "The last 20 years have witnessed a radical change in this respect. An institution which does not give facilities for research to the younger instructors and the graduate students cannot attract either instructors or graduate students of the type that it wants. It is no longer a museum; it is a enormous group of laboratories, covering almost every conceivable subject of human interest. . . . One of our great dangers in the university today is that in our use of books as instruments of research we should forget the use as means of enjoyment. We have got very far away from the old days when incipient geniuses browsed at will in the alcoves of the library. . . . We sacrifice much if in training specialists we cease to train cultivated gentlemen of the old school; and one of the best characteristics of one of the cultivated gentlemen of the old school was his love of a kind of enjoyment which could be obtained only from the deliberate reading of books for purposes other than mere information."

Contagion.

Disinfection of books. B. R. Ricards. In American Journal of Public Hygiene, August, '08, p. 325-332.

"This article on book disinfection considers the methods of disinfection by formaldehyde and by steam, reaching the following conclusions: 1. Formaldehyde is inefficient as a means of disinfecting books. 2. Steam sterilization of books is rapid and efficient. The books are not materially harmed by the process, except in the case of leather bindings, provided the care is taken to thoroughly warm the apparatus before the insertion of the books, thus preventing much condensation of moisture. Dry steam does practically no damage, except to leather binding. By this process books can lie flat, and thus avoid any tension on the bindings, pro-

gion—Continued.

that there is not too great a thickness of mat conducting material beneath them. to be disinfected should be subjected to steam for at least thirty minutes at fifteen to twenty pounds' pressure." *Library Journal*. 1909.

operative schemes for libraries in the London area. *L. Inkster. Lib. Assn. Rec. 11:8-12. Ja.; E. A. Baker. Lib. Assn. Rec. 11:12-6. Ja. '09.*

Actually, the municipal libraries of London could be administered by a central authority. Meanwhile, by agreement among existing libraries the present usefulness of the libraries might be extended: by making borrowing tickets interchangeable throughout the city, by arranging for mutual loans of books from one library to another, by establishing "a library containing what may be called a supplemental collection of books which possess exceptional value but are not sufficiently numerous to justify their inclusion in the stock of an individual library," by paying "more attention to the development of special collections in existing reference libraries, due care being taken to prevent reduplication and overlap, by co-operative action in the purchase of books and other important undertakings, by conformity in the rules and regulations of all libraries, by common regulations for entrance examinations for assistants when staff appointments are being made."

right.

Complete text of the new copyright law relating to the importation of books by libraries. *W. P. Cutter. Pub. Lib. 14:33-4. Ap. '09.*

Copyright in its relation to libraries. *G. L. Putnam. Lib. J. 34:58-60. F. '09.*

Argument in favor of a copyright law that gives American publishers complete control of the home market, shutting out the sale of editions to libraries on the present copyright basis. The proposed copyright law is opposed by authors, publishers and booksellers.

Portation of books under the new copyright law. *Lib. J. 34:110-1. Mr. '09.* Part of the sections of the law of July 1, 1909 that direct interest to librarians.

United States.

Copyright advance. *Dial. 46:217-9. Ap. '09.*

A new act is a compromise measure, regarding the "odious requirement of manufacture in the United States." The copyright law has been codified so that it is now intelligible. The term of copyright is extended to 56 years, thus getting the pirates off from Little women, The Scarlet Letter and other favorites for years. A composer of music may prevent the form of mechanical reproduction of his work, or he may have a royalty from anyone who duplicates with his permission. Books in foreign languages need not be printed in America to obtain American copyright. The seller is forbidden to import for sale English books copyrighted in both countries.

bits of libraries.

Exhibitions. *N. Y. Pub. Lib. Bull. 13:119-20. F. '09.*

Exhibits in the New York public libraries included: Work and life on the Panama Canal; plates from the report of the Canal Commission, a trip through Switzerland; photographs, Flaxman's *Iliad* and *Odyssey*, Chaplin's illustrations from bird life, colored plates Sprague's *Wild flowers of America*, na-

tural history pictures from reports of the New York state forest, fish and game commission, articles made by Iroquois Indians, articles from the Philippines and China, tropical butterflies, florists and seedsmen's catalogs, postal cards from Switzerland, color prints of battle ships, etc.

Gifts and bequests.

Gifts and bequests to American libraries, 1908. *A. L. A. Bull. 3:14-20. Mr. '09.*

Government documents. See Public documents.

Indexes.

See also Card indexes.

Indexing.

Efficient index system for city engineers' offices. *W. G. Taylor. Engin. R. 59:319-20. Mr. 20, '09.*

A numerical arrangement of classes with the Dewey system as a basis was evolved. By means of an index guide, a schedule of ideas, a standard by which to maintain uniformity of classification, the index was satisfactorily assembled. A primary division of the index was obtained by using as a guide the name of a street or controlling natural object—i.e., Massachusetts avenue and Mystic river. Twelve secondary subdivisions under highways, sewers, sewage disposal, storm drains, water supply, gas, electricity, public property, cemeteries, water courses, bridges, railroads were used. Others may be added at will. The index is furnished with a liberal array of guide cards so that inexperienced office assistants have no trouble in referring readily to a survey, a level note, plan, photograph or contract. "To show the ease with which a reference card may be found, let it be assumed that the plan case location is desired of the profile of the 30-in. water main on Florence St., between Harvard Ave. and Lawn Terrace. Turning to the guide card marked Florence St., we have before us all the reference cards relating to Florence St. The subject sought is one classed under Water supply, so we look for tab 5 cards, remembering that profiles are flagged by a colored guide tab marked .411. We touch this colored tab, tipping it towards us, and find immediately back of it the cards referring to water main profiles on said street. If the street is not very long, but one card is numbered .411, and that is the particular one sought." A list of articles on engineering indexes is given.

Indicators.

Library economics—a modified Kennedy indicator. *A. Cotgreave. Lib. World. 11:363. Mr. '09.*

Lectures.

Lectures in libraries. *G. E. Roebuck. Lib. Assn. Rec. 11:47-8. F. '09.*

The Carnegie building with its lecture room has operated to make lecture courses almost a necessity in the up-to-date library. The responsibility of providing for these is a difficult matter. Societies and leagues undertake to provide lecturers with the too frequent result of good subjects and poor lectures. The Library association might profitably undertake a lecture bureau so that good local talent might be generally utilized.

Lectures—Continued.

Public lectures, etc. N. Y. Pub. Lib. Bull. 120-3. F. '09.

The New York Board of education gives some of its lecture courses in the branch libraries of that city. During the past year lectures have been given on Shakespeare, European geography, Asia, music, American history, social subjects, art, general history, biography, literature, economics, natural science, North American geography, government, health, biology, Greece and Rome. Reading lists on these lecture subjects were compiled, and these branch libraries were kept open half an hour after the close of each lecture. Other entertainments given at the branch libraries included a literary and musical Hungarian evening, with Hungarian addresses, music and folk dances, a concert for children by the orchestra of the Music school settlement, lectures in German and Italian to mothers on prevention of hot-weather diseases, meetings of the Bohemian literary club, entertainments for Swedish speaking people, tuberculosis exhibitions, etc.

Legislation.

Main points in British library law. Lib. World. 11: 285-8. F. '09.

A tabulation prepared for the use of candidates for Library association examinations.

Librarians and assistants.

Cardinal principles of a librarian's work. S. W. Foss. Pub. Lib. 14: 77-81. Mr. '09.

"The first great cardinal virtues of a librarian should be toleration and enthusiasm . . . we put toleration into a librarian to make him judicial, and we put enthusiasm into him to make him human. . . . As a librarian a man should be as tolerant as charity, which 'beareth all things, believeth all things, hopeth all things, endureth all things.' As a man, and outside his library building, he may have his own beliefs, his own tastes, his own fads and his own orthodoxes and heterodoxes. . . . The librarian today should be a good mixer. The reason why Shakespeare interests all men is because all men interested Shakespeare. The tolerant librarian I am trying to portray will circulate with the long-heads and the pundits, and also with the flatheads and the triffers. All human interests are his interests. The canals on Mars and the fall style of bonnets both supply food for his omnivorous hunger. . . . Well, now that we have our librarian perfectly tolerant and perfectly enthusiastic, what does he need next? He needs a large appropriation. . . . A public library to be managed efficiently must be managed by a one-man-power—and that one man ought to be the librarian. . . . Get your people to read the books they have paid for, is the librarian's first and great commandment. . . . Let him be the intellectual file-leader of his community. Let him grow big enough to fill the great place it is his duty to assume."

Empty heart: a paper read on the educational future of libraries before the library section of the Colorado teachers' association, Dec. 29, 1908. J. F. Daniels. Lib. J. 34: 4-8. Ja. '09.

Future of library assistants. Lib. Asst. 6: 259-60. F. '09.

A mistaken philosophy discourages library assistants from further efforts for higher education by stating that a salary of 15 shillings a week is the most to be hoped for. It is urged that many already receive more than this sum, and that the demand of the public for more and more intelligence on the part of library assistants will inevitably operate to raise salaries.

Librarian's future. C: K. Bolton. Lib. J. 34: 3. Ja. '09.

"The Middle West seems peculiarly fitted to take an important part in the task of making

the librarian more of a living force in the community. The environment is more responsive; there is a more human outlook upon life, and a missionary enthusiasm that the East has in some measure lost, although it would be unjust to deny that Eastern librarians have found the new inspiration. . . . Of the last fourteen presidents of the American library association each has on an average one interest beyond the line of his chosen vocation, as measured by the biographical sketches in *Who's who in America*. In this they excel the presidents of the American medical association, whose interests fall below an average of one interest that is not of their profession. The American bar association presidents, on the other hand, have a record of over three interests for each officer. Is not the standard of the lawyer one which should stimulate us to greater effort? Leaders in all work are men who do more than earn a livelihood. Are we to reach this high standard? If so, two courses seem just now open to us, the old way of scholarship, the new way of sociological interest. The old way has a few adherents among our American librarians. The new way—the civic spirit—claims a greater number of earnest followers. . . . If we are to make the librarian's profession one with those of the lawyer, the clergyman and the physician we must now turn more forcefully to the betterment of living, the increase of happiness. Are we to rise to our opportunity?"

On training for the service of public libraries. A. Heidenhain. Blätt. Volksbib. 9: 193-9. N. '08.

Value of a knowledge of English literature to library assistants. C: F. Newcombe. Lib. Asst. 6: 261-5. F. '09.

Who's who in the library. J. L. Woodruff. Pub. Lib. 14: 81-4. Mr. '09.

Notes on this article are under the heading Administration.

Woman and the public library. C. Ans-pach. Blätt. Volksbib. 9: 167-70. S. '08.

The public library, as a means of general culture, should have both men and women in its service.

Libraries.

Economic features of libraries. A. E. Bostwick. Lib. J. 34: 48-52. F. '09.

Among the many distributors of ideas—the magazine, the newspaper, the college, the public school, the library—only the library and the public school remain untrammelled. No blight of commercialism is yet upon them. No self seeking interest as yet has sought to exploit the public library. This "independence of the public library may be regarded as one of its chief economic advantages. Another is its power as a leveler, and hence as an adjunct of democracy. . . . There are enough influences at work to segregate classes in our country, and they come to us ready-made from other countries; we may be thankful that the public library is helping to make Americans of our immigrants and to make uniformly cultivated and well-informed Americans of us all." Books serve as an agency to bring inherited predispositions and ancestral memories into play. The distribution of books is the distribution of actual and potential ideas.

Library's part in education. J. H. Canfield. Pub. Lib. 14: 120. Ap. '09.

The public library is "the great, persistent, continuous means of education through life. The school gives us the foundation. The public library rounds it out and completes the circle of activity. The school gives the beginning and the public library tells you that there is no end. The school deals in generalities, and the public library deals in specialties. The public library is the supplement of the school and the community can no more safely avoid it than the children can avoid school. If it is necessary

Libraries—Continued.

to have a compulsory education law, I am almost ready for a law to compel adults to use the library. Public libraries should be scattered through the community as much as schools. You say that the child must not be required to walk too far to school. The same condition is true of our public libraries."

Story of libraries and book collecting. E. A. Savage. (English lib.) 230p. *75c. Dutton.

Three factors in civilization. J: C. Dana. Pub. Lib. 14: 43-5. F. '09.

China.

Boone college library, Wuchang, China. M. E. Wood. Lib. J. 34: 54-5. F. '09.

England.

Libraries of London: a guide for students. R. A. Rye. 6d. '08. University of London.

"This handbook, prepared primarily for the use of students of the University of London, aims to make known the library resources of the metropolis by briefly characterizing each library within the boundary lines of London county." T. W. Koch. Library Journal.

Notable libraries; Islington. il. Lib. World. 11: 303-8. F. '09.

Germany.

Germany's largest library. Lib. J. 34: III-2. Mr. '09.

Reprinted from the Bookseller F. '09.

Great Britain and colonies.

Empire and the public library; the relations between the libraries of the Empire. P. E. Lewin. Lib. Asst. 6: 280-98. Mr. '09.

A librarian whose experience includes the Woolwich public libraries, England, the public library at Port Elizabeth, Cape Colony, and the South Australian public library has discussed the libraries of the Empire, and the relations that should exist between them. A plea is made for the stimulation of interest in the British empire by libraries. Enthusiasm and patriotism should be encouraged by libraries. Librarians should themselves have more information about every part of the Empire. The library association examinations might encourage library assistants to specialize on this subject by including it. Colonial bibliography and colonial literature should not be ignored in these examinations. There should be a closer union between the libraries of the mother country and the colonies. Few English libraries "attempt to specialize on the colonies or even to make a collection at all adequate to the importance of the subject; although if we only look at the matter from the social point of view we shall find that they form not only an experiment-ground for new sociological theories but already offer many sociological and political lessons to the Mother Country. . . . Many librarians make a point of getting the publications of the emigration office and such colonial publications as are supplied free by the different governments. . . . I would respectfully urge librarians to keep a sharp look-out for publications issued on and in the colonies, publications which frequently give information and suggest ideas not to be found elsewhere. . . . I would suggest that English librarians should make use of their colonial confrères and should press them into the service. In each colony there will be found at least one librarian who will be willing to become what I may term a 'corresponding member' of any large British library that requests his services, and keeps its librarian posted in the latest movements in his particular corner of the Empire. I feel sure that not only would he be glad to point out useful

local publications and colonial blue-books or parliamentary reports that throw any light upon colonial affairs, but that he would in some cases be ready to act as an unofficial adviser to anyone in search of information with whom he was put into communication. . . . In the matter of colonial bibliography how useful would be the relations thus established. . . . I should like to see a special colonial collection in every large public library, placed in view and reach of the public—books dealing with the history, resources, laws, institutions, and social problems of our colonies." The British museum library lacks many of these official publications, and has not even catalogued most of those it actually has. They are available at the library of the Royal colonial institute and the London school of economics. Up-to-date maps of the empire are lacking in English libraries. The blue books of the colonies may be had by every library in England, though colonial libraries may not receive the imperial blue books without paying for them. No list of official publications covering the whole empire is published. Colonial librarians might cooperate with the British library association to publish monthly lists of official publications in the Library association record. Some of the colonies "had libraries for the use of the general public long before the movement became so successful in Great Britain." The earliest evidence of the movement in the colonies was the public library at Cape Colony. In 1818 Arago describes this library as being "composed of about sixty volumes bound in old parchment, a very beautiful edition of the Holy Bible, two skulls of savages, and eight or ten weapons of the Hottentots." The funds of this library were "derived from a charge upon every cask of wine passing through the Cape Town market." The nucleus of the present collection of books was commenced in 1761, when a bequest of 4,565 books was made by Joachim Nicolaas von Dessin. From 1838 to 1848 and thereafter libraries were established at various South African towns. Anthony Trollope said, "a colonial town is ashamed of itself if it has not its gardens, its hospital, its public library, and its two or three churches, even in its early days." These libraries are not entirely free, being supported partly by crown and municipal grants and partly by subscriptions from borrowers. Only subscribers may take books home, but anyone may read them in the library. There are about 110 public libraries in Cape Colony, 30 in Natal, 13 in the Orange River Colony, 18 subsidized public libraries in the Transvaal, and a similar system in Rhodesia. They are housed in worthy buildings. Crown lands have been alienated by liberal minded Cape governors that the proceeds might be spent in the erection of libraries. Three of the finest libraries in Greater Britain are in Australia. From these government libraries at Melbourne, Sydney, Adelaide and Perth systems of traveling libraries radiate. The government subsidizes 324 libraries in Victoria, and they contain upwards of half a million volumes. In New South Wales municipalities establishing libraries are granted £200 from the government for the purchase of books if the population be over 1000 and £100 if it exceed 300. There are 375 such libraries, containing about 500,000 volumes. Queensland has been somewhat backward in library development but there are 91 subsidized libraries. In south Australia the public library system centers around the splendid government library at Adelaide. As at Sydney, the library staff carries out the copyright acts and the international exchange of official publications. The library founded at Perth in western Australia in 1887 has 60,000 volumes. There are libraries at Hobart and Launceston in Tasmania. New Zealand has no state library, but there are 304 subsidized libraries in the colony. There are in all the colonies efficient parliamentary and other official libraries that students may use, as well as semi-public university libraries. In Canada a free library act was passed in 1882 and a majority of about 500 libraries operate under it. In the West Indies, Ceylon, India, Hong Kong are British libraries. The libraries of the colonies com-

Libraries—Great Britain—Continued.

pare favorably with those of England. "The hours of work are shorter, the holidays more frequent, the conditions less irksome, and the pay is, I believe, on the whole much better. In South Africa and in Australia men very largely hold the field; in Canada, on the contrary, the woman assistant is in evidence. Libraries in the colonies are largely free from those tiresome restrictions that offend so many readers in England, and open access is almost invariably the rule. The quality of the work done is, I believe, quite equal to that achieved in England—at any rate, so far as the larger libraries are concerned—and this is the more remarkable because in the colonies there is no leisured and student class who have nothing to do but read, and the open-air life must be a strong competition with the study and the school."

Norway.

Public libraries in Norway. H. Olrik. Lib. Assn. Rec. 11: 131. Mr. '09.

"Public libraries in Norway have made great strides of recent years. In 1901 a commission was appointed to examine means for extending their usefulness. As a result the work became centralized under an inspector of public libraries. He divides among them the state subvention (at present £1,680 annually), proportioned to the municipal grants and sums subscribed from other sources. A catalog of books recommended is published, arranged on the Dewey system. Formerly only novels were bought, but the state grant can now only be spent on books named in the catalog, largely consisting of history, geography, economics, hygiene, etc. Books thus bought are uniformly bound at a central establishment at a price of 5½ d. per vol. Thanks to this centralization the want of trained librarians is less felt than it would otherwise be, for there is as yet no professional course. There are about 800 public libraries in Norway with fixed abode, though none have buildings to themselves, while there are also travelling libraries, consisting of boxes of from 30 to 100 vols. Some sixty boxes are circulated among the workmen on the State roads, while others go to the fishermen on the coasts of Nordland and some to municipalities which have no libraries of their own. The sole condition is that there should be a request from ten adult residents and a payment of 2s. a month; the collection may be kept from four to six months. There are about 3,000 children's libraries in the elementary schools, the state subvention for this purpose being £1,120. Since 1907 the popular and children's libraries have issued a quarterly bulletin."

Sweden.

Public libraries in Sweden. A. Hirsch. For Folke-og Barneboksamlings. 2: 107-12. D. '08.

From the beginning of the last century there had been some public (parish) libraries in Sweden; but from 1842, as an aid to the school system established in that year, they rapidly increased, in the sixties numbering 1450. In the seventies and eighties there were backward steps,—partly, it may be, because of the spread of newspapers, but chiefly through the lack of regular grants. From 1890, however, there has been a steady increase. This may be connected with the democratic movement, which naturally was obliged to work for popular education, as well as for the ballot and social reforms. The two student societies at Upsala have been especially active in the movement for public libraries. In 1896 one of these opened an office at Upsala which supplies books at a reduction, issues booklists, puts out traveling libraries and supports library activities generally. The other society soon opened an office at Stockholm. Since 1905 these various libraries—parish, workingmen's, city, temperance, and other libraries—have received a regular, though very small grant from the state; conditioned on inspection by the district school inspector. In view of the insignificant financial advantage the large libraries do not care to be troubled with this inspection. In 1903 was

begun the first library journal in Scandinavia, now to be obtained only with the Social Tidskrift. Stockholm's largest library—the Workingmen's, 20,000 volumes—is owned by an alliance comprising 150 societies and 32,000 members. The Dickson public library at Gothenburg [80,000 volumes in 1906] can be compared in building and appointments with English libraries. The Dickson library was endowed by a private citizen; there are as well two public libraries established by the city. Here also, maintained by the municipal tax on brandy (the "Gothenburg system"), are six reading-rooms for workmen. These are a combination of recreation-café and reading-room and are extremely well patronized. Country libraries (the old parish libraries) are most numerous in Skaane and in the vicinity of Mälaren and Dalelven. In Norrland there has been of late a deep interest in popular education and several modern libraries are to be found above the arctic circle. (Translation.)

Some items on the public libraries of Sweden. E. Meyer. Blätt. Volksbib. 8: 109-13. Jl. '07.

"Swedish libraries stand high and enjoy great popularity; but, as yet, lack centralization." The technique of the library management is about the same as in other countries. Most libraries have printed catalogs. Classification and book numbers are indicated by letters and numerals. The Browne charging system is not uncommon.

United States.

American tomfoolery. Lib. World. 11: 301-3. F.; Same. Lib. J. 34: 107-8. Mr. '00.

Some anonymous Englishman satirizes American libraries. The use of pumpkins, tissue paper cats, etc. in the children's rooms excites the contempt of the critic who pronounces them silly, undignified and expensive.

British criticism. J. C. Bay. Pub. Lib. 14: 95-6. Mr. '09.

English and American libraries. A. Keogh. Pub. Lib. 14: 131-2. Ap. '09.

Facilities for study and research in the offices of the United States government at Washington. A. T. Hadley. (U. S. Bur. of educ. Bull., 1909, no. 1.) O. 73p. pa. '09. U. S. Bureau of educ.

"Existing facilities for study and research divide themselves into three groups: Facilities open to the general public; to-wit, libraries and museums; training schools for class instruction in preparation for specific departments of the government service; laboratory facilities and personal instruction available to individual investigators in the various government offices, whether these investigators be actually in the employ of the government or not." These facilities are offered by the Library of Congress, the libraries of the various departments and bureaus and the museums. Definite information as to the rules of each department and bureau regarding the use of the libraries, laboratories, etc., by others than government officials are given.

History of the New York society library; with an introductory chapter on libraries in colonial New York, 1698-1776, comp. by A. B. Keep. O. xvi, 607p. \$7.50. (D.) '08.

Personal impressions of American libraries. A. H. Plummer. Lib. Assn. Rec. 11: 118-29. Mr. '09.

The chairman of the Manchester public libraries committee visited American libraries and has recorded his impressions. The governing bodies of American libraries are distinct from other municipal authorities. The librarian is the "competent, self-reliant" head of the library. He selects the books and has executive control of his well organized staff. Loyalty

Libraries—United States—Continued.

and harmony pervade his staff, and love as much as lucre attract people to the work. The stack system of book storage has been universally adopted. Mechanical devices for rapid delivery of books are being installed, but are expensive and get out of order easily. Cataloging is minute, efficient and costly. The American ideal of relations with the public is that of "more freedom and less officialism." Open access is all but universal. Children's libraries abound. Traveling libraries are extensively circulated. Inter-library loans are generally made. The trend of opinion is towards limiting the number of newspapers offered the public. Libraries frequently do their own binding, and some of them have large printing establishments. The circulating branch libraries demand so much of library resources that reference departments are likely to suffer. Private collections are often kept intact when bequeathed to libraries.

Public libraries of the United States and what we may learn from them. E. Schultze. *Blätt. Volksbib.* 8: 181-94. N. '07.

The writer visited American libraries, and was so impressed with their progressive attitude that he advised all German libraries to inform themselves on American library methods.

Questioned criticism. M. R. H. *Lib. J.* 34: 108-10. Mr. '09.

Libraries, Use of, by the public.

California state library is yours and you should use it. This will tell you how. Tt. 21p. pa. '09. Cal. state library.

Notes on this article are given under the heading State libraries.

Libraries and savings banks.

Combination of savings banks and libraries. C. Lausberg. *Blätt. Volksbib.* 8: 1-5. 40-44. Ja.-Ap. '07.

"Precisely because people who are thrifty and are educating themselves through reading locate in the same part of a laboring community, a union of public library and savings bank is almost necessary. . . . Library and savings bank have much in common in their outward administration." Both could work from the same card list of patrons.

Libraries and schools.

Actual coöperation between libraries and schools. Pub. Lib. 14: 142-6. Ap. '09.

Some of the results of an investigation of the work done by large public libraries, including New York, Cleveland, Pittsburg, Chicago, Buffalo, Dayton, Cincinnati, Kansas City, Indianapolis, Detroit and Louisville. "The school department of the New York library attempts to meet the school requirements by allowing teachers to have as many books as they need 'without limit as to number,' to be retained for six months if desired; by liberal purchase of books for teachers when the supply of the library is not equal to the demand; by having an attendant from each branch library make frequent visits to the schools near each branch; by maintaining in every public school and in many other schools, regular bulletins for the posting of notices from the library, of interest to both teachers and pupils; through acquaintance with school programs, meeting the reference demand from the elementary schools by such collections as will enable a boy or girl to find in the library 'never out' the book needed in school work. This collection is designed for a reference library for children, apart from other school needs, containing books on all manner of interest to boys and girls. The collection numbers about 1000 v., and has this year been placed in nine of the branch libraries. Large placards telling of the books have been printed and posted in every school room of the five upper grades of the elementary schools.

The collection is intended to meet the demand of pupils and teachers and not a demand specified by the library. In the branch libraries there are 30,000 books on educational subjects. Current numbers of leading magazines for teachers in various languages are included in the teachers' collection. A library consisting of books, approved by the board of education for school use and teachers' reference, is placed on exhibition. Teachers by arrangement take classes to the branch libraries for instruction in the use of dictionaries, encyclopedias and other books of reference, and in the use of card catalogs, contents and indexes." Slight variations from the New York methods are reported from various other cities. In several cities home library systems are in operation, reading and debating clubs are organized by a supervisor, teacher's and parent's leaflets are published, pedagogical libraries are maintained, pictures, photographs and lantern slides are lent to schools, teacher's meetings are addressed, and instruction in library methods given at city normal schools.

How to make the library of greater service to the student of school age. S: H. Ranck. *Lib. J.* 34: 52-4. F. '09.

"For the teacher's influence in this direction to count with the child, the first requisite is a knowledge of books that appeal to children, accompanied as it must be with sympathy for the child and child nature. Another essential is that the teacher should be firmly convinced that the greatest service the school can do for the child is to send it out into the world with both the ability and the desire to get ideas from the printed page." Traveling libraries are sent by the library to school buildings, larger and more permanent collections are sent to large schools and to high schools. Library visitors go to the schools, library bulletin boards are maintained in school buildings, teachers are taught in city normal training schools to use books and libraries, similar instruction is given to high school pupils, and school and library are endeavoring to coöperate.

Object lessons to school children in the use of libraries. F. Dallimore. *bibliog. Lib. Assn. Rec.* 11: 49-68. F. '09.

Children should be allowed to follow their own tastes in reading, while parents, teachers and librarians constantly endeavor to lead them into better habits and more intelligent selection. Books should not be forced upon them. Distributing books through the medium of the schools has the disadvantage of keeping children away from the library. They should not be strangers to the library when they leave school. Lessons in the use of books and the library should be given by the library staff.

Public library and the school problem. A. Jewell. *Pub. Lib.* 14: 117-9. Ap. '09.

An argument for more effort on the part of the teacher towards coordination of the library and school. There are a "few courtesies which a competent librarian has a right to ask of that teacher who ships her students to the library in wholesale consignments and fails to forward a bill of lading." The librarian should be informed in advance of the topics assigned for library research by the teacher. Teachers should not make careless assignments of useless topics. "Let the student be sent to the library early and often: there is no more welcome visitor, but let him be sent upon an errand of dignity. . . . Have we not a right to ask that the teacher use the library for herself as well as for the student? Researchers are greatly encouraged by the occasional presence of their teacher. Possibly if she came and saw how much the students use the library and how many books it takes to go around she would not in her zeal send to the library for all the books bearing on the subject, and then send children to the library after she has carried away everything of value."

Libraries and schools—Continued.

School libraries in New York City. Lib. J. 34: 15. Ja. '09.

Reprinted from Harper's Weekly.

Work with schools. Pub. Lib. 14: 141-2. Ap. '09.

Reprinted from circulars sent to the public schools of Buffalo and Springfield, Mass., by the public libraries of those cities. The Buffalo letter is addressed to pupils and the Springfield letter to teachers.

Library exhibits. See Exhibits of libraries.

Library extension.

See also Lectures.

Indirect influence of the public library in religious education. B. C. Steiner. Relig. Educ. 4: 107-11. Ap. '09.

The first indirect religious influence of the library is through the life and character of those who administer it. That influence may be exerted outside the library. Church gatherings and Sunday schools may be addressed, mission classes and children's church clubs may be helped by personal intercourse with the library staff. Suitable religious books should be selected for the circulating library—books of dignity and merit about the religious life, the Bible, Christianity and other great religions. These books should be brought to the attention of readers. Helps for pastors and teachers in Sunday school should be provided. The Enoch Pratt free library has about 15,000 well selected books on religious subjects. Its collection of Roman Catholic books is so extensive that Father O'Donovan prepared and printed an unofficial list of the books of especial interest to Catholics. Monthly lists of books for teachers of the International Sunday-school lessons are bulletined, books are sent to Sunday schools as well as to public schools.

Work of the public library of Grand Rapids, Mich. Educa. 29: 533-4. Ap. '09.

The library's method of advertising and attracting readers, its collections for foreign readers, its free lectures, art exhibitions, children's work, memorial libraries for crippled and invalid children, its Sunshine work for shut-ins, its special technical collections on furniture and the other industries of Grand Rapids, its historical collections on Michigan, its work with the blind, collections of travel guides, school and college catalogs, municipal documents, medical books, and its courses of home reading are all so well administered that the library was used over 600,000 times by its patrons last year.

Library methods.

Work in a small library. B. M. Kelly. Pub. Lib. 14: 45-9. F. '09.

"The librarian in a small town who shuts herself in her own little room, or, if she has no room, turns her desk around so that its back effectually shuts her off from the public gaze, while she figures how to reduce her fiction per cent, and makes out lists of 'masterpieces of literature,' books one ought to read, may have her shelves filled with the masterpieces, and the machinery of her library move with perfect ease and quietness, but the dust will gather on 'the literature,' her lists will be rarely used, her library become unpopular, and her influence be nil in that community. Get in personal touch with your people. Whirl your desk around so that you may see everyone who enters the library, and if you have time for nothing more than a smile and nod, let no man, woman or child pass without recognition." The subordination of methods and routine to the personal touch is emphasized. Inside and outside of the library, the librarian should know all the people—business men, teachers, working people, boys and girls. Simple methods of charging and registration, cheerfulness and courtesy at the loan desk are essential. An

interested library board—one that meets often is greatly to be desired. Antagonism to the library may be reduced by keeping people informed as to what the library is doing. Things that count are the librarian, assistant trustees, and the people.

Library schools.

Library school and library of Pratt Institute, Brooklyn, N. Y. M. Fritz. Blät. Volksbib. 9: 199-202. N. '08. (to be continued.)

Library training.

Apprentice work in the small public library. E. E. Townsend. Lib. J. 34: 8-10. Ja. '09.

The small library is forced to train its own assistants. A high school education was required of applicants for admission to the apprentice class, and a month's probation enabled the library to secure the best that offered. The instruction covered a period of six months during which five hours of daily service, exclusive of classes and practice work, was rendered. At the end of six months, the capable apprentice is able, under supervision, to carry on much if not all, the various processes of library routine. The apprentice class, properly conducted will render more than an equivalent for all the time spent on it.

Library instruction in normal school. Pub. Lib. 14: 147. Ap. '09.

Lighting.

Cautions with regard to illumination of libraries. L. B. Marks. Lib. J. 34: 106-7. Mr. '09.

Illumination in the New York public library. L. B. Marks. Lib. J. 34: 16-7. J. '09.

Library book stacks without daylight. I. M. Green. Science, n.s. 29: 592. Ap. '09.

Daylight is expensive to secure, uncertain and injurious to books. Space can be greatly economized where there is no attempt to depend on daylight for illuminating stacks.

Local collections.

Our local collections and local documents. E. A. Baker. Lib. Assn. Rec. 19: 96-8. Mr. '09.

Manuscripts.

History of manuscripts. R. L. Dumer. Lib. Asst. 6: 266-9. F. '09.

Nature books.

Nature books for children. Ia. Lib. Q. 244-7. O. '08.

On nature books. Ia. Lib. Q. 5: 241-4. '08.

A brief selection of best books with comments on some of the titles.

Normal schools. See Library training.

Periodicals.

Berlin. Königliche bibliothek, systematisches verzeichniss der laufenden zeitschriften. Juli, 1908.

"This classified list of current periodicals printed in good, readable type, with evidence of careful proofreading, contains essentially the

Periodicals—Continued.

same titles as the previously published 'Alphabetical list.' 'Periodicals' in a wide sense are included, but not government newspapers, reports of municipalities and of chambers of commerce, business reports of associations." F. W. Library Journal.

Indexing of periodical literature and the work of the Concilium bibliographicum, Zurich, A. L. Voge. Biblio. Soc. of Am. Proc. and papers. 2: 116-34. '07-'08.

Notes on this article are under the heading Classification.

Pictures.

California library association picture list; comp. by the Committee on pictures for libraries. Anna McC. Beckley, chairman. O. 82p. 25c. (Ag.) '08. California library assn., Los Angeles.

"This is an excellent list, which should be useful and suggestive to many librarians. It records 500 well-known pictures, chosen as representative in the fields of architecture, sculpture and painting. They are classified in these three main divisions, then arranged by region, and period or school, with entries alphabetical under division heading—a scheme that is clear, well carried out, and should make the list extremely useful in systematic picture work with schools, clubs, or students. The picture entry gives specific subject, artist, date and location, and there are careful annotations based on good authorities. A good index is appended. Used in connection with the 'List of photograph dealers' published in 1907 by the Massachusetts library club, this list should be of value to any small library in establishing or developing a good picture collection." H. E. H. Library Journal.

Notes on pictures for school rooms and the Bibliotheca paedagogica. J: C. Dana. Lib. J. 34: 15-6. Ja. '09.

Public documents.

Centralization a needed reform in public document distribution. W: L. Post. Lib. J. 34: 43-8. F. '09; Same cond. Pub. Lib. 14: 49-51. F. '09.

The Documents office defines a public document as: "Any publication printed at government expense or published by authority of Congress or any government publishing office, or of which an edition has been bought by Congress or any government office for division among members of Congress or distribution to government officials or the public." Duplication in present methods of distribution is deplored. Effort is being made to interest and instruct libraries as to the nature and value of documents, by means of catalogs, price lists, leaflets, etc. Centralized distribution is advocated. "Distribution by sale is the most logical, economical, and profitable form which can be devised for placing publications where they will be of the greatest service." Five ways of disposing of public documents are: "By free sending to libraries, which method should be supervised and supported; by library exchanges, which, to be beneficial, should be encouraged by the elimination of red tape and antiquated methods; by sales as waste paper, which provides a means of disposing of obsolete books, or accumulations resulting from over-printing; and last, but not least, by gratuitous distribution, which is pernicious and should be completely abandoned, except to institutions of learning, libraries, and collaborators. These are the present methods as they should be conducted."

Government documents and the small library. M. K. Hasbrouck. Pub. Lib. 14: 52-3. F. '09.

The librarian of a small city library has no time to look through government documents and note their contents, and no place to shelve a constantly increasing collection of clumsy volumes. People who come to the library are looking for something easy to read—not for scientific truth. If documents could be had as desired, and if there were an index on the plan of the Readers' Guide, "sighing would be turned to joy."

Make room for the document. Symposium. Pub. Lib. 14: 126-7. Ap. '09.

Public documents have positive value for the small library. The librarian must know what they contain and indexes must be available.

Methods of distributing public documents, an address before the Association of American agricultural colleges and experiment stations. W. L. Post, Monthly catalogue issued by Supt. of documents. p. 177. Nov. '08.

While advocating strongly that documents should be sold, Mr. Post assures libraries that he is ready to render all possible assistance to them in securing information from documents, or the documents themselves.

Public documents in small libraries. H. H. Ballard. Lib. J. 34: 91-2. F.; Same. Pub. Lib. 14: 84-6. Mr. '09.

A clever rhymed account of a live question.

Reading.

Literary sheep and goats. H. W. Mabie. Ladies' H. J. 26: 42. Mr. '09.

The goats include "all books which are in any way vulgar, indecent, demoralizing; which present a low view of life, enervate instead of energizing, and which do not possess good literary quality. This does not mean that one should always be on duty in reading—that is to say, that all books which one reads should be instructive. There are many wholesome books which are simply amusing, entertaining, diverting. In their place and at the right time these books are as necessary for health as golf, or fishing, or long walks. But the emphasis of attention and time ought to be put on books which do something more than help one to pass the time, or to give one's mind a rest after hard work or long application. It was a wise man who said: 'You should not read books to forget life, but to understand it more fully and to enjoy it more keenly.'"

Reading rooms.

Shelves around reading rooms. C: C. Soule. Pub. Lib. 14: 134. Ap. '09.

Notes on this article are given under the heading Shelving.

Reference books.

Guide to the study and use of reference books. A. B. Kroeger. 2d, ed., rev. and enl. O. xii, 147p. \$1.50. '08. A. L. A.

"Six years have passed since Miss Kroeger edited her original list of reference works. In the present volume that list is enlarged and revised with thoroughness and care. . . . In glancing through Miss Kroeger's pages it is gratifying to note how steadily grows the supply of poetical concordances, those aids to exact quotation. Many students of agriculture are unaware that the United States department of agriculture, at Washington, issues a card index to its publications. It seems a pity that no supplement after 1904 has followed Mr. Larned's 'Literature of American history.' On page

Reference books—Continued.

11 Miss Kroeger mentions the engineering index published by the *Engineering Magazine*, New York. All the articles thus indexed may be had from the publishers of that magazine. In New York the publisher of the city directory exchanges with his fellow publishers in leading cities of the Union, in Paris, London and other foreign capitals. This practice is general, so that in most of our cities there may be found a useful library of directories, many of the volumes containing accurate maps of their cities. In her concluding pages Miss Kroeger gives a hundred selected titles as a suggestive list. In future editions it may be well to add another and much briefer list, naming small, cheap and good English, French, German, and Italian dictionaries, with, perhaps, two or three writing desk aids to ordinary correspondence." G: Iles. Library Journal.

Reference books for small libraries. A. B. Kroeger. Penn. Lib. Notes. 1: 4-9. Ap. '09.

Publisher's prices are given, but librarians should remember that many important reference books and sets may be bought second hand or at auction for much less than the published price. Bulletin 31 of the A. L. A. book buying committee has a comparison of the original price and the second hand price of several important sets.

School libraries.

Influence of eight thousand school libraries in Indiana. E. M. McRea. il. Harp. W. 53: 16-7. Ja. 23, '09.

A description of the work of the Young people's reading circle of Indiana. For 21 years this circle has been guiding the reading of pupils in the schools, and encouraging the school library idea. Consolidation of rural schools has made the township high school library possible. The township high school library at Lima, Ind., contains 1500 books and has a paid librarian. There are probably 8000 school libraries in Indiana.

Lists of books for free high school libraries with instructions for cataloging. O. 187p. '09. Education dept., Madison, Wis.

School libraries in London. W. E. Barnes. Lib. Assn. Rec. 11: 7-8. Ja. '09.

According to a scheme suggested by the Greenwich borough council and adopted by the London county council, any public elementary school in the borough may be supplied with a small permanent library upon an application to the libraries committee by the head teacher, "the minimum number of books in each library to be twenty-five, the subjects to be covered being natural history, history, general science, travel, geography, and general miscellaneous literature. Any head master or head mistress applying for a library, must give an undertaking to the council to be responsible for the safe custody of the books. A list of over 200 books suitable for such a library will be drawn up and a copy sent to all teachers making an application for a school library, with a request that they select such number of books from the list as the committee may allot them. The teacher will also be asked to suggest any books not on the list that he or she may consider especially desirable to the school concerned."

Scientific literature.

Contributions of the U. S. department of agriculture to the bibliography of science. W. H. Beal and E. L. Ogden. Biblio. Soc. of Am. Proc. and papers. 2: 135-52. '07-'08.

Shelving.

Shelves around reading rooms. C: C. Soule. Pub. Lib. 14: 134. Ap. '09.

Wall shelving in reading rooms consumes space needed for readers, and detracts from the quiet necessary for study. One foot around the outside of a room plus the necessary three feet for an aisle cuts off a large percentage of seat and table capacity. Adjoining stack floor with good light and wide aisles can be utilized for shelving.

Shelving of books.

Application of exact classification to shelf arrangement. G: A. Stephen. Lib. World. 11: 325-31. Mr. '09.

A secondary arrangement under classes is necessary to distinguish one book from another. The accession number is sometimes used, but is objectionable because it separates the works of an author. The chronological method is most scientific and natural and has many advantages for the systematic student. This system has no advantages for the ordinary public library. Most libraries use an alphabetical sub-arrangement under classes. This may be approximate or absolute. The Cutter author table makes an absolute arrangement easy. Other systems have been devised by Brown and Merrill. Any use of such systems is unnecessary in an ordinary public library of 20,000 or 30,000 volumes. Close classification makes mechanical arrangement by authors easy without a system of marks. Fiction is an exception, having no class number, but falling naturally into alphabetical arrangement. Numbers may be attached to books by paper or painted labels, both of which are objectionable, or by gold lettering, which is best. They should be printed in two lines where there is more than a class number, and should be at uniform height from the bottom of the book. Elaborate systems of shelf tags to avoid misplacements are in vogue in some libraries. In libraries not having open shelves, it is not necessary to follow the exact sequence of the general scheme of the classification in shelving the books, it being advisable to place the most used classes where they are most accessible. Relative location need not imply constant shifting and confusion if sufficient space properly distributed be left when the library is first installed. Shelves should be adequately supplied with guides. "An effective system of guides has been provided at the Islington public libraries, which, being a typical up-to-date library system, may be briefly described. A coloured plan, clearly indicating the position of the main classes, is exhibited inside the library in a conspicuous position near the entrance; a framed card, indicating a main class (and sometimes a division also), projects from the top of each book-case; while on each shelf are labels bearing the progressive class number and name of subject or subjects of the books on that shelf."

Small libraries.

Directions for the librarian of a small library. Z. Brown. O. 22p. '09. New York state education dept., Albany.

"This little pamphlet is a practical guide-book for inexperienced librarians to aid them in administering their libraries. It is not intended as a manual for the organization of small libraries by persons not experienced in library work, but as a guide to be left in a library already organized by some experienced person. It has been especially prepared for the use of the library organizers in New York state, and the methods suggested are intended primarily for libraries of a few hundred volumes that are not expected in the future to exceed about 2000 volumes. The pamphlet is supposed to be annotated to meet the changes in methods and size of a library. The points covered are book selection, book ordering, accessioning, pasting and labelling, classification, catalogs, inventory, withdrawals and replacements, statistics of circulation, pamphlets, annual report." Library Journal.

Small libraries—Continued.

Government documents and the small library. M. K. Hasbrouck. Pub. Lib. 14: 52-3. F. '09.

Notes on this article are under the heading Public documents.

Make room for the document. Symposium. Pub. Lib. 14: 126-7. Ap. '09.

Public documents have positive value for the small library. The librarian must know what they contain and indexes must be available.

Possibilities for work with children in small libraries. H. U. Price. Pub. Lib. 14: 121-3. Ap. '09.

Notes on this article are given under the heading Children's department.

Practical small library. A. Kildahl. For Folke-og Barneboksamlinger. 2: 101-6. D. '08.

The Carnegie library of Huntington, Indiana is commended, both in building and in management, as a model for the smaller Norwegian cities. Short bibliographies are made during the summer on the topics to be discussed in the clubs and are mailed to leading members. Students of a business college practice on the library typewriters and copy useful lists for distribution. One month, for example, a list showing the library's resources on birds was distributed in the schools.

State libraries.

California state library is yours and you should use it. This will tell you how. Tt. 21p. pa. '09. Cal. state library.

Public administrative officers, state, county and municipal, may draw upon the resources of the sociological and legislative departments; lawyers and law students may borrow law books upon payment of transportation charges; students of California subjects may have the use of books on California, its history, description, resources, literature and industries, books by California authors, California fiction, etc., either by borrowing the books or by correspondence and typewritten extracts; the blind may borrow free of charge, books, musical scores, primers for learning to read and printed books and articles; librarians, trustees and communities may obtain any desired assistance in establishing, equipping and maintaining libraries; the community too small to have a library may obtain traveling libraries; while everyone may draw on the reference department for answers to all manner of questions that are to be answered from books.

Story telling.

Kinds of stories. L. C. Foucher. Pub. Lib. 14: 124-5. Ap. '09.

The folk lore of all time is the natural property of every child; without which knowledge, everyday allusion and literature would lose much of their meaning. "For an untrained audience of not docile nature, it is well to arrange stories in progressive grades from the catchy to popular, from popular to standard, and from standard to classical, rather than to attempt to begin at the top. We need stepping-stone stories as well as books." Children of the upper grades should be told something of the old story tellers, minstrels and ballad singers. "In working with newsboys, it is often wise to allow them or other children of like caliber to choose the subject about which they wish to hear for their next story."

What stories shall we tell to children? H. Rhodes. il. Ladies' H. J. 26: 26. Ap. '09.

The ending of a story should be carefully considered. The Pied piper of Hamelin is unsuitable because innocent children were lured, through music, from home and parents, and

were not returned—a sad and unjust ending. Nonsense stories have their place in education. Story telling in libraries is a means of directing children's reading.

Tariff.

Resolutions with regard to the proposed tariff on books. Lib. J. 34: 14. Ja. '09.

Tariff on books. Pub. Lib. 14: 58-9. F. '09.

The trustees of the New York public library have entered a protest against the "proposal of the New York typothetæ to raise the tariff on books, and lessen the free list allowed to libraries."

Technical literature.

Aids to the technical and industrial worker—a beginning. G. H. Evans. Lib. J. 34: 100-3. Mr. '09.

The idea of the technical library is to help a "poor workman to become a good workman, a good workman to become a master of his craft." Its mission is particularly to those who must learn by doing and have no time to attend technical schools, though it may be of service to the trained worker also. The selection of books for such a library is difficult. "The first and most useful help was found in the Preliminary report of the committee on technical books for libraries of the Society for the promotion of engineering education, which includes, broadly speaking, engineering, electricity, chemistry, transportation, building, and mining in their different applications. These books are carefully graded according to their nature and difficulty into four classes." Lists from the libraries of Pratt Institute, Braddock, Duquesne, Springfield and Providence also were useful. After collecting the books, people must be taught that such books are to be had, and how to use them.

Industrial literature and the industrial public at the Pratt institute free library. E: F. Stevens. Lib. J. 34: 95-9. Mr. '09.

Public libraries, in general, have not built up technical collections. A growing need for such books on the part of apprentices, mechanics, young engineers and all sorts of practical men demands the attention of librarians. The Applied science room at the Pratt Institute library has an increasing and devoted patronage. The field of knowledge covered by the books is broad, including everything that is required by the environment of the library. Periodicals, patent office publications, trade catalogs, etc., are indispensable in such a library. Manufacturers have been found willing to answer questions on points outside of published literature.

Technical department of the Free public library of Newark, N. J. W: B. Moringstern. Lib. J. 34: 104-6. Mr. '09.

In the Newark library, the inauguration of a technical collection was described in a leaflet which was "mailed to manufacturers throughout the city with a request to post for their workmen to read and with a suggestion that the library would be glad to furnish extra copies for distribution if they would do so. A number of replies were received to this leaflet and 500 copies distributed through interested manufacturers, and replies are still coming to the library acknowledging its receipt and asking for copies for distribution." The collection is persistently and extensively advertised in the newspapers. One of the eight monthly mimeographed bulletins is the applied arts bulletin.

Useful arts and the public library. C. Si-as. Ia. Lib. Q. 5: 247-9. O. '08.

The public library at Waterloo, Ia., instituted a free lecture course on technical subjects such as concrete and its uses, sheet metal working,

Technical literature—Continued.

the pure food law, etc. The books bearing on each subject were collected, purchased if necessary, before each lecture. Men who never entered the library before became patrons. A list of books on technical subjects is appended.

Traveling libraries.

Ohio's 50,000 travelling books. S. T. Dial. il. Harp. W. 53:27-8. Mr. 13, '09.

Public libraries in Sweden. A. Hirsch. For Folke-og Barneboksamlinger. 2: 107-12. D. '08.

Traveling libraries have an important place in Swedish popular education. They have been

established by all the central offices for ill aid in Upsala, Stockholm and Gothenburg. Alliance for popular education in Stock has more than sixty, by high schools, temperance societies, social democratic young men clubs and several other organizations. Through the above mentioned society the government has established sixty libraries for railway employees and forty for telegraph lines (Translation.)

Trustees.

Who's who in the library. J. L. Woc ruff. Pub. Lib. 14:81-4. Mr. '09.

Notes on this article are under the head Administration.

Vol. III

No. 2

Library Work

JULY 1909.

THE H. W. WILSON COMPANY
BIBLIOGRAPHICAL PUBLISHERS
MINNEAPOLIS, - MINNESOTA

American Library Association

Publishing Board

34 Newbury Street

Boston, Mass.

Cards for Photographic Reprints of Manuscripts

The Publishing Board has begun to issue a new series of printed catalog cards for photographic reprints of modern language texts before 1660, contained in American college libraries. Each card gives the names of the libraries in which the facsimile is to be found. Subscription price (2 cards for each title) 3 cents a title. The first shipment contains 86 titles. Price \$2.58.

Binding for Small Libraries: suggestions prepared by the A. L. A. committee on bookbinding. (Library handbook, No. 5.) In preparation.

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VOL. III.

JULY, 1909

No. 2

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A. L. A. Conference Notes.

The A. L. A. held its thirty-first annual meeting at Bretton Woods, New Hampshire, June 26 to July 3. Coordination of effort, the avoiding of needless duplication of labor, equipment and material in libraries was the main trend of the discussions. The subjects of storage libraries, reservoirs, clearing houses, inter-library cards, were all in line with this trend. The proposed changes in the A. L. A. constitution were adopted. Henceforth the executive board will consist of president, two vice-presidents, and six members to be elected by the association. The secretary and treasurer are to be elected by the executive board. The council has been greatly enlarged, and its functions limited to discussion and recommendation along professional lines. Administrative functions are the province of the executive board. Headquarters of the association will be opened in the fall in rooms provided through the generosity of the trustees of the Chicago public library. Chalmers Hadley of the Indiana library commission has been elected secretary of the A. L. A. and of the A. L. A. publishing board, and will conduct the headquarters office. A supplement to the A. L. A. catalog and manual of library economy are among the publications in contemplation. The long-looked for revised edition of the "List of subject headings" will be still farther delayed by the resignation of its editor. Resolutions of regret at the resignation of W:

L. Post as Superintendent of documents were passed. N. D. C. Hodges of the Cincinnati public library is president, and J. I. Wyer, first vice-president, for the ensuing year. Pasadena and Oklahoma City are candidates for the next meeting.

Guidance to Readers.

There is perhaps nothing that people desire more from the public library than just the right kind and the right degree of guidance in their reading. Any attempt at guidance, however, that does not take full account of their point of view, their tastes and their freedom, is strongly and quickly resented, and because it is so easy to err on the side of too much guidance and so to make trouble for oneself, many librarians deem it the wiser course to avoid any attempt whatever to influence the reading of the public. But this is to shirk a serious responsibility, merely because it requires tact and judgment, and is a direct confession of failure to meet the demands of the position. There are ways of guidance which the public never resents, and to which it very freely and gratefully responds. The public is always glad to have the best books in the library given a conspicuous place, to have before the eye the judgment of competent critics as to the relative merits of books, to have designated in some fair way the few books in each class which are recognized by good judges as best worth while, to be told by press notices or printed slips or in other ways, what books best cover the subject in which they are interested and to be informed of many other matters regarding books, of which the classification and catalogue give no hint. The great popularity of such books as the 'What a child should know series shows how eagerly people are watching for hints as to their reading, as does also the fact that in the Newark public library, one-eighth of all the novels drawn are chosen from a small shelf labeled '100 of the best novels.'—New York Libraries.

Government Publications.

A rubbish-heap of reading matter that no one has ever read or ever will read goes on piling itself up in Washington at a fear-

ful rate. A committee of investigation has found nine thousand five hundred tons of accumulated government publications stored away at a cost of thousands of dollars yearly for storage. A railway freight train loaded with these useless volumes would extend some three miles in length. Is there another country in the world that prints so many unspoken speeches and unimportant reports? It is significant that the terms of the recent pension bill allow the pension printing to be done by private contract, this being more economical—less lavishly uneconomical, rather—than government printing. Curious and deplorable is it that while millions perish of hunger in India, and other millions undergo intellectual starvation the world over, this free and enlightened country spends millions of dollars in printing and illustrating and binding and storing books that nobody needs. No one approves this foolish expenditure—except perhaps the recipients of the money spent, and probably not even these recipients in their lucid and honest moments.—*Dial*.

The resignation of Mr. W. L. Post from the office of superintendent of documents will be all the more lamented because it has taken place before the conversion of the *Dial* to an understanding and appreciation of the value of public documents.

Mr. Post's successor is said to be an elderly man promoted from one of the other departments. It is regrettable that the importance of reform and progress in the management of the distribution of documents should be so little understood as to make the position of superintendent one that a young, energetic and capable man like Mr. Post is unwilling to retain.

Library Progress in the United States.

Provisions for library extension either through library commissions or the state library were made by the legislatures of Illinois, North Carolina, Tennessee, Texas, and Utah during the past winter.

Failing in an effort to get an appropriation for the maintenance of a library school, the California state library is planning to take into its staff for a period of from three to six months, ten persons already engaged in library work in California, and give them instruction and work in the various departments of the library. The State library will pay \$25 a month to each of the ten while taking the course. The library is also preparing a card register of California library workers, and an additional file of names of librarians who wish to locate in California.

The library commissions of New England have formed a league. A meeting of representatives of these commissions was held at Hartford in February and a permanent organization effected.

The New Orleans library club has recently issued a handbook of Louisiana libraries. It contains chapters on library legislations, educational value of libraries, buildings, library training, library helps as well as a list of Louisiana libraries.

Recent Library Publications.

In the bulletin of 190 pages the Virginia state library prints a standing list of its history collection, except American history.

Mr. Jacob H. Schiff has presented the Tissot collection of 371 original water color illustrations of the Old Testament to the New York public library.

The Free public library, St. Joseph, Mo. has issued a printed list of books on municipal affairs. The list contains 94 titles, and is classified.

The Ohio state library has published a supplement to its pamphlet on the initiative and referendum bringing the notes on legislation down to February, 1909. A tabulated statement of the workings of direct legislation in Oregon is included.

The department of agriculture has published a report on "Durability and economy in papers for permanent records including paper specifications." Both printing and writing papers are technically and commercially described.

The Free public library of Trenton, New Jersey has published an annotated "list of entertaining biographies."

Handy little lists published by the Case library, Cleveland, are on outdoor life, gardens, old fiction well worth reading, Lincolniana, Edgar Allen Poe, and Lenten reading. These lists are embellished with appropriate quotations.

The Carnegie library, Braddock, Pennsylvania, publishes an eight page list of "Interesting books and magazine articles on municipal and civic affairs."

Thirteen libraries in Montana, Oregon, Washington and British Columbia have cooperated in compiling a check list of the books and pamphlets relating to the Pacific northwest contained in the libraries of that region. The information is made available in a pamphlet of 191 pages, published by Washington state library. The work of compiling was done by Charles W. Smith of the University of Washington library.

The Worst Books.

Since Dr. Crothers has directed attention to the "hundred worst books," many candidates for inclusion in the list have been discovered. One of the most recently brought forward is described in the Contributors' club in the July Atlantic. It bears the heavenly title of "Angel whispers, or, The echo of spirit voices." Death and the fearful scenes of eternity furnish its

e. The gem of the series of chapters titled, "The advantages of consump-

searching for the "wickedest book in world," one would not be apt to turn theological libraries, but Lawrence C. h says in the Dial:—"Not long ago d occasion to visit an ecclesiastical y in one of our older American cities. ne whose work has been for years un- the somewhat deadening influence of routine of a perfectly-appointed con- onalized modern public library, this spent in an atmosphere stuffy with tra- and with the things that come with ion was as a sip of forbidden wine." long the books on magic, sorcery, craft, he searched for a copy of "Mal- maleficarum" by Joseph Sprenger. n found it was seen to be modestly d in dull green morocco and boards. former owner had bound it in this in- icuous fashion, it may be, that its in- uality might be lost in the high-piled- es of his great library—a fitting pun- ent for its iniquities, which are scar- Else would he have covered it with er stained blood-red, and tooled around dges and on the back a design of bod- rithing distortedly in pain; for this is ok of blood and human suffering, of ngs and drownings, of slow death by re, and of sudden, awful death."

The proceedings of the National confer- ence of charities and correction are avail- able for libraries without cost except for freight, or, in some cases bindings. This includes the volumes for 1889, 1891-5, 1897- 1901, 1904. Application should be made to Alexander Johnson, Fort Wayne, Ind.

Bibliografía Española, in commenting on the establishment of children's rooms in American libraries says that the children's department of the Cleveland public library is a model of its kind. It contains two spacious rooms, light, and suitably decorat- ed with reproductions of works of art alter- nating with verses referring to childhood, interspersed with the works of great poets and thinkers, mingling cleverly the grave and gay. One of these rooms is intended for a lecture room. "La otra contiene cin- cuenta asientos y es designada con el nom- bre de 'story-room' (sala de cuentos). Allí se reúnen los pequeños en ciertos días y horas para oír contar cuentos, leyendas, etcétera, á las señoras que se dedican á esta tarea, y que no limitan á esta su ama- ble acción en las bibliotecas, sino que la continúan en las plazas de juegos públicos, donde durante media hora tienen pendiente de sus labios á un auditorio ingenuo y agradecido."

Periodicals Included

A. L. A. Bull.—American Library Association Bulletin, 34 Newbury St., Boston.

Blätt. Volksbib.—Blätter für Volksbibliotheken und Lesehallen. M. 4. Otto Harrassowitz, Leipzig.

Conn. Pub. Lib. Doc.—Connecticut Public Library Document, Public Library Committee, Hartford, Conn.

* For Folke-og Barneboksamlinger.—For Folke-og Barneboksamlinger. (Quarterly.) Kr. 1. Christiania.

+ Ia. Lib. Q.—Iowa Library Quarterly, Iowa State Library Commission, Des Moines, Ia. Library, n.s.—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.

Lib. Asst.—Library Assistant. 3s. Hugh Smith, Bishopsgate Institute, London, E. C.

Lib. Assn. Rec.—Library Association Record. Single numbers, *2s. Whitcomb House, Whitcomb St., Pall Mall East, London, S. W.

Lib. J.—Library Journal. \$4. 298 Broadway, N. Y.

+ Lib. Occurrent.—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.

Lib. Work.—Library Work. 50c. The H. W. Wilson Company, Minneapolis, Minn.

Lib. World.—Library World. 6s. 6d. Library Supply Co., 181 Victoria St., London.

Minn. Pub. Lib. Com. Notes.—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.

+ Neb. Lib. Bull.—Nebraska Library Bulletin. Nebraska Public Library Commission, Lincoln, Neb.

N. Y. Libraries.—New York Libraries. 25c. University of the State of New York, Albany, N. Y.

News Notes of Cal. Lib.—News Notes of California Libraries, California State Library, Sacramento, Cal.

+ Ohio State Lib. Bull.—Ohio State Library Monthly Bulletin, Columbus, Ohio.

Pub. Lib.—Public Libraries. \$1. Library Bureau, 156 Wabash Ave., Chicago.

Rivista d. Biblio.—Rivista delle Biblioteche e degli Archivi. L.15. G. Biagi, Via de' Robbia 60. Florence.

Vermont Lib. Com. Bull.—Vermont Library Commission Bulletin, Montpelier, Vt.

Wash. Lib. Bull.—Washington Library Association Bulletin, State Library, Olympia, Wash.

Wis. Lib. Bull.—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.

Zentralblatt für Bibliothekswesen.—Zentralblatt für Bibliothekswesen. M. 15. Otto Harrassowitz, Leipzig.

* We are indebted to Mr. F. G. Axtell, Librarian of Macalester college, St. Paul, for translations and digests of the articles in For Folke-og Barneboksamlinger and Rivista delle Biblioteche e degli Archivi.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current Library Literature

January to March 1909

Access to shelves.

Book theft in London. Lib. World. 11: 437. My. '09.

"There has recently been quite an epidemic of book thefts in London, libraries of all kinds being the chief sufferers, although booksellers have not been exempt. These thefts have been the work of two or three individuals, and they have been committed chiefly in the quick reference sections of reference departments. The books stolen have been mainly directories, and annuals like Who's Who, and most of them have now been recovered. Thanks to a timely warning sent out by Dr. Baker, the depredations have been stopped, and two of the thieves committed for trial. As usual, the occasion is being made to serve as an object-lesson against open access to the shelves, and the usual idiotic letters have been appearing in the press, howling out against that much abused system. The humour of the position is that closed libraries like Bermondsey, Bishopsgate Institute, Greenwich, Hackney, Hammersmith, Lewisham, Poplar, Putney, Stoke Newington, Streatham, Wandsworth, and Willesden have suffered most, and the two thieves were caught in open access libraries! A paragraph has been going the rounds saying that Mr. Alfred Lancaster, the much-respected librarian of St. Helens, recently had his shirt and other articles of lingerie stolen by a thief who was duly captured. What a heavenly argument against open access this would have been, had Mr. Lancaster organized St. Helens on that system! Nearly all cases of extensive book thefts will be found on examination to be the work of one or two persons, and this fact, together with the additional one, that even the most jealously-guarded private libraries suffer, is quite enough to show the illogical clamour of the newspaper alarmists to be merely interested bosh."

Open access to fiction. A. J. Hawkes. Lib. World. 11: 404. Ap. '09.

Accounts.

Uniform business methods. M. Dold. Cal. Lib. Assn. Handbook and proceedings. p 33-4. '09.

After considering the variety of systems and lack of systems of accounting in libraries, it is advised that every expenditure, even the smallest sum, should show authorization on the minutes of the meeting of the library board.

Administration.

See also Accounts.

Common sense in library matters. L: N. Wilson. Pub. Lib. 14: 168-73. My. '09.

Notes on this article are given under the heading Libraries, Use of, by the public.

Manuale per le biblioteche popolari. Ettore Fabiotti. D. 112+76p. '08. Milano, Consorzio delle biblioteche popolari (Riparto provincia). Review. Lib. J. 34: 313. Jl. '09.

This is a plain, practical, common sense book of instruction and advice, an Italian 'Hints to small libraries, decidedly curious and not without interest to American libraries. After a discussion of what a 'biblioteca popolare' really is and wherein it justifies itself as an economic and educational force, the author gives an historical sketch of the free public library abroad and at home. This preliminary matter is followed by a chapter on 'How to form a free public library' and another on 'How to conduct a free public library.' . . . There is a suggested constitution for a library for a city and another for one for a smaller community; a typical building plan, suggestions as to furniture, staff, administration, binding, periodicals, classification, accessioning, cataloging, withdrawal rules, registration, reference use, statistical forms, inventories, etc. The second part of the book consists of a selected list of books suitable for a library of 1000 volumes, 300 of which are indicated as recommended for a library in a small rural center; an alphabetical arrangement by authors (1) of general works for adults, (2) children's books, (3) scientific and technical works, (4) reference works. H. M. L. Library Journal.

American library institute.

Revised list of members. H: J. Carr. Lib. J. 34: 219-20. My. '09.

Bibliography.

Arrangement of bibliographies. A. W. Pollard. Library, n.s. 10: 168-87. Ap. '09.

"An ideal bibliography demands a perfect acquaintance with the subject matter and with all possible forms in which it may be arranged." The method of arrangement should be intelligible, constantly visible, certain and permanent. The alphabetical arrangement according to authors fulfils most of these conditions, but furnishes no clue to the development of the subject unless copiously annotated. The method of arranging entries chronologically by date of publication enables the student to trace the rise and fall of interest in a subject. It has the disadvantage of requiring repetition of entries for various editions of a book. In a large bibliography it is necessary first to classify entries into the several natural divisions of the subject. This is usually an historical plan. Wholes should take precedence of parts. A subject bibliography should begin with existing bibliographies followed by general works. Remaining headings should be arranged alphabetically. Valid reasons for abandoning the alphabetical sequence are (1.) the natural priority of wholes or collections over parts and individuals, and, (2.) the great advantages of following the chronology of the subject in all historical headings or subheadings where the users of the bibliography are likely to know enough to use the arrangement without a double reference. Wherever there is any doubt as to this, it is safest to follow the alphabet."

Bibliography—Continued.

Guides to book selection. J. D. Stewart and O. E. Clark. *Lib. World.* 11: 409-17, 455-50. My.-Je. '09.

An annotated list from the English point of view.

Possible bibliographical activities of the Library association; abstract. R. A. Peddie. *Lib. Assn. Rec.* 11: 187-9. Ap. '09.

Advocates a co-operative supplement to the British Museum catalog, union lists of periodicals, a catalog of government documents, revision of copyright lists, collection of printed catalog cards and other bibliographical undertakings.

Binding and repairing.

See also *Leather*.

Binding in an English library. *Lib. J.* 34: 223-4. My. '09.

Binding specifications established by the Public library department of the St. Pancras borough council, England.

Edition binding. G. A. Stephen. *Lib. Asst.* 6: 326-30. My. '09.

A detailed description of the process of binding books by machinery.

Magazine campaign. A. D. Dickinson. *Pub. Lib.* 14: 215-6. Je. '09.

Notes on this article are given under the heading *Periodicals*.

Reference list of titles suggested for a special library binding. Comp. by L. Jeffers. 125p. '09.

The list is confined chiefly to fiction and classics for adults. "Comparison is made with English editions that are less expensive, when imported free of duty, than the corresponding American books. Usually the English price alone is quoted on books that are imported and sold at a higher rate by American publishers, but occasionally both prices are listed. Numerous titles that are out of print in this country are quoted in English editions. The basis for cost comparison between American and English editions is in each case the published price, less the library discount, plus the cost of binding the American book here, and the English book abroad. The works of an author are listed in sets only when all the volumes are issued by the same publisher at a uniform price per volume. When the price per volume is given, each title in the set can be purchased separately. When the works are quoted, some of the most prominent titles are listed separately in order to call attention to the editions. For convenience in reference use, poetry is generally listed as 'Poetical Works.' This list was carefully revised in the fall of 1908."

Blind.

Reading rooms and libraries for the blind.

J. M. Rowan. *Lib. J.* 34: 221. My. '09.

In connection with reading rooms for the blind, instruction in the use of the raised types, and on the Braille and New York point machines, and on the seeing typewriter should be given.

Book lists.

Subject list of Catholic books in the Seattle public library. 45p. '09. Knights of Columbus, Seattle council.

The Seattle council of the Knights of Columbus have had this list compiled in order to indicate to Catholics "good, wholesome reading, reliable information, and true science."

Book prices.

Prices of magazines. W. M. Hepburn. *Lib. Occurrent.* 2: 50-1. Mr. '09.

"Lists of forty-three popular magazines with the prices at which sets have been offered by reputable dealers within the past three years."

Book selection.

See also *Children's reading*.

Guides to book selection. J. D. Stewart and O. E. Clarke. *Lib. World.* 11: 409-17, 445-50. My.-Je. '09.

An annotated list from the English point of view.

How to raise the standard of book selection. A. E. Bostwick. *Pub. Lib.* 14: 163-7. My. '09.

"When the book fits the man, provided he is a good man, it is a good book." A few tests to distinguish good from bad books are those of language, simplicity and clearness, good taste and truth. "If a book survives these tests . . . it cannot be a bad book so far as style goes." As to subject matter, the test should be "simply that of its effect on the reader. If a book makes the reader want to be mischievous, foolish or criminal—to be a silly or bad man or woman, it is a bad book. . . . If a book sends a boy out to be a burglar, it is bad; if it impels him to take a crying child by the hand and lead it home, it is good." To buy books without reference to the special needs of the community is to buy bad books. The books bought are not bad, but might easily be better. Non-use of a book means that something is the matter, either with the book or the public. Current books of doubtful value are added when standard books of superior merit are in such demand as never to be found on the shelves. Books on local industries are frequently lacking, because patrons do not expect to find them at the public library, and therefore do not ask for them. Many libraries lack collections of books in foreign languages adapted to the industrial colonies of foreigners in the community. Classes of books requiring technical knowledge for selection, such as the sciences, the arts or history are often badly chosen. Controverted subjects are given one-sided representation. "There is too much care about the outward garb of decency and too little about the pervading atmosphere of morality." The book-selecting body fails to avail itself of expert advice. There are persons in almost every place who are qualified to give advice as to certain specific books. "The best results are obtained through a preliminary selection by the librarian with the aid of lists and the advice of individual experts . . . and then submitted to some person or committee representing the Board of trustees." With a satisfactory librarian, the work of such a committee would be to deal with the general policy to be pursued in selection rather than the consideration of individual titles. The most difficult expert advice to procure is concerning fiction. Authors and publishers should no longer be standards for fiction selection. Each individual novel should be read through from cover to cover to determine its fitness for an American public library. Effort should be made to determine whether a library is properly distributed among the different classes. If a library containing four per cent of history and six per cent of literature has circulation percentages of five and seven, respectively, in those classes, it is evidence that those classes circulate more freely than other classes and might profitably be added to. The following "don't's" for book selectors are suggested:—"Don't buy books that are intellectually far above your readers. In the hope of improving their minds; don't buy fine editions of books that need rather to be extensively duplicated; don't buy McGrath and McCutcheon when you have reserves on

selection—Continued.

or Dickens and George Eliot; don't buy copy in excess because you are fond of itself, when a comparison of percentages shows that your supply of travel or applied books is not up to the demand; don't buy in flimsy bindings that will give out after the first issue; don't buy books in very strong covers when their use is to be light and small; buy 'sets' and 'libraries'; don't buy subscription books of an agent at a personal interview; don't estimate public demand by its own or your own patience; don't buy books of which you are not in immediate need, when you are morally certain that copies in good condition will be thrown on the markets as surplus at one-quarter the original list price; don't buy costly 'new editions' of reference books without assuring yourself that the new edition is more than nominal; don't buy novelties because you see them advertised in the trade press."

Novels and children's stories of 1907-8, recommended for libraries receiving the Catalogue of the Conn. Pub. Lib. Doc. 1, 1909: 1-6. '09.

Classical literature in public libraries. A. Hawkes. Lib. World. 12: 28-34. J1. 9.

Books, aside from poetry and fiction belong to several classes:—the encyclopedic, philosophical and interpretive, explanatory, didactic, and propagandist. The books in these four classes should be reasonably up-to-date and of standard value. Gifts not meeting these requirements should not be accepted.

Obviously eccentric or absurd should not be added by gift or purchase. "By contrast will be seen that there is a vast difference between such works and some others which are sometimes thought to be doubtfully eligible for acquisition. Mrs. Eddy's Science and Health belongs to this order. I cannot suppose that any public library committee would be guilty of buying such a book; nevertheless, if offered as a presentation it should be rejected. It may be the parent of a more respectable religion, but of itself it is a serious treatise on metaphysical theology; and as its subject is one on which no person has a right to curtail the freedom of his fellow, it is impossible to demonstrate him to be that portion of the public interested in it, not be deprived of another citizen's liberty." Works of a proselytising order should not be acquired. Public libraries should be absolutely free from all contamination with political, or religious conflict, no matter how high and elevating the aims of either side. Nor can their inclusion be excused by the serious selection of both sides of the controversy—the defilement of partisanship.

Do not let it be understood, however, that this implies the total exclusion of all literature on controversial subjects, such as the question of socialism—not by any means; but still room for a large library on these subjects.

To disseminate "essentially party views necessarily promote, prolong, or aggravate party squabbling—certainly no very dignified inspiration for a municipal library. . . . The function of a public library is to expand and develop the intelligence of those who receive it, not to cramp and fetter it. Now a copy of alleged facts and doubtfully valuations in tabloid form, can have no other result than to emaciate the mind. The average person who reads a party tract, imagines that he is of the same colour, without any attempt at mastication, digestion or real assimilation; his one idea is to get inside his brain. The person with whom the end of literature is most in favour (as of-of-season commodity) is the clever man of the parochial debating society. He wants is to find the arguments for his side the question set out serially, after the fashion—but slightly more elaborated—of Gib-

son's Handbook for debating societies, so that he can vamp them up with a minimum of expenditure in thought and reflection. And the ready-made opinions issue forth with parrot-like precision. I conceive that when debating societies effect such a crude result they do more harm than good, and it is not for public libraries to aid them by supplying the blankets that so suffocate the mind." Controversial works are ephemeral. "The tariff question also provides material for illustrating my point. In most books on the theory of international exchange the authors will, in the end, come to positive conclusions on one side or the other, and in so far must be considered ex-parte treatises; yet library committees would be quite justified in buying or accepting them. For instance, no one could cavil at the acquisition of Cunningham's Rise and decline of the free trade movement, nor at Lord Avebury's disquisition on free trade. Indeed, one would expect to find them in any public library; but Williams' Made in Germany or Labour and protection might reasonably be objected to, savouring badly as they do of street-corner oratory." The sectarian periodical is a pest. "Every well-equipped library must contain works on such topics as vegetarianism, vaccination, or psychical research; but it does not follow that all the papers circulated by diet faddists, anti-drug fanatics, or mediumistic quacks, should be displayed on the reading-rack. Contention is usually bitter in the sectarian press, and quackery rampant; whereas it may be entirely absent from the corresponding book-literature. One has only to peruse the advertisements in a well-known spiritualistic periodical to satisfy himself on this point. No library committee should give their sanction to such literature, least of all afford facilities for its dissemination. . . . No books of a propagandist type should be circulated in public libraries and only newspapers standing for wide national movements should be admitted to the reading-room. Any other course is both unfair and improper: unfair on account of the invidious selections that must inevitably be made, and improper because any attempt to turn the municipal library into a channel of agitation is a grave abuse of its function; not to speak of the offence to the numbers of rate-payers whose money would thus be devoted to advancing causes with which they entirely disagreed."

Tentative proposals for the compilation of a catalogue of best books. F. J. Peppelow. Lib. Assn. Rec. 11: 22-8. My. '09.

The Library association is urged to publish cooperatively lists of best books for public libraries similar to the A. L. A. Booklist and the A. L. A. catalog. Such lists can be compiled satisfactorily only by experienced librarians. It is suggested that the standard list should contain 10,000 titles.

Bookplates.

Book-plates. W: A. Brewer. Cal. Lib. Assn. Handbook and proceedings. p. 48-54. '09.

Book-plates: their beauty and utility. C: F. Newcombe. Lib. Assn. Rec. 11: 211-21. My. '09.

Books, Care of.

How to care for books in a library. H. P. Sawyer. Wis. Lib. Bull. 5: 6-8. Ja. '09.

In order to understand how a book is put together, it is well to take a discarded book to pieces, noting the sewing, signatures, hinges, etc. A new book should be carefully opened while being held with its back against a flat surface, a few leaves at the front and a few at the back alternately, gently pressing open the sections. "Light covered books should receive a thin coat of white shellac." Books should stand upright on the shelves, and should

Books, Care of—Continued.

never be crowded. Books should not be allowed to rest on their front edges. A good substitute for a book support may be made by covering a brick with brown paper. When books return to the library they should be examined for loose leaves, tears, marks, dirt, grease spots, etc. If a book is in bad repair it should be mended or rebound. Pencil marks should be erased. "Soiled pages can be cleaned with powdered pumice stone rubbed on with a piece of clean cheese cloth. Book covers may be cleaned with powdered pumice stone, ivory soap and water or vinegar and water. For the latter take two parts good vinegar and one part water; apply with clean unbleached muslin and rub hard until the dirt is removed. Vinegar should not be used on leather binding." All torn leaves should be immediately mended with onion-skin paper. A loose leaf may be tipped in by applying thin paste to both sides of its inner margin to a depth of one-eighth of an inch, and carefully inserting so that it does not project beyond the other leaves. Close the book and weight it while the paste dries. When the leaf is of heavy paper, it may be pasted on a paper hinge and replaced. Loose illustrations unless important should not be replaced. "To sew in a loose section, use a long needle with linen thread, no. 40. Pass needle through hole at top of section to back of book. Drop needle and thread through the loose back. Bring needle through hole at bottom and tie securely in the center of the section." Loose joints in the book covers may be repaired "by pasting along the joint a stripe of white cambric one and a half inches wide. Fold the cambric in the center, paste and apply one half of it to the book cover and the other half of it to the fly leaf. Place a piece of oiled paper between the hinge formed by the muslin; close the book, weight and dry. Open once or twice while it is drying, to remove paste that may have been forced from under the cloth by the weight. Cut the cloth lengthways of the goods. Never apply this method to mend a break in the middle of a book that is to be rebound." Mend books whose original cost is so low that to buy new copies would cost but little more than to rebind. Books of real value and utility, the price of which is as much as 60 to 75 cents or more a volume should be rebound before they are in need of much repairing. A rebound book will wear two or three times as long as it did in the original binding. Books whose covers are still good but need resewing may be re-sewed at from 20 to 30 cents. Books that require entire rebinding will cost about 43 cents. Never rebind books with missing pages, soiled or badly worn leaves. One of the best library bindings is half roan in red, blue or green. It costs 40 to 45 cents. Small cheap books may be rebound in art vellum or buckram at a cost of 12 to 20 cents.

Preservation of books in libraries, pt. 3.

Preservation of bindings and cases; pt.

4. Physical damages to the leaves and sheets. R. D. MacLeod, bibliog. Lib.

World. 11: 368-71, 417-22. Ap.-My. '09.

With cheap books, broken backs may be mended by removing the covers, resewing and gluing firmly into the old covers. Bookbinders' paste containing clear glue should be used. Expensive books should be rebound. Sponge "dog-eared" corners with a weak solution of gum tragacanth. Flatten, place smooth white paper between the leaves and press. Embossed marks if not too deep may be pressed out. "Leaves decaying by natural causes may be preserved by pasting over them on both sides pieces of good strong tissue paper of the same size." If acids are present in the paper the book should be stripped down to the sheets and washed in cold water. Loose leaves may be gummed in if the signature is not also loose. Lost leaves may be copied in manuscript, or photographed, or cut from a cheaper edition and gummed in. Torn leaves and broken margins should be mended with onion skin paper.

Benzine placed in vessels near books will destroy worms in books and cases. Equal parts of powdered camphor and finely chopped tobacco should be sprinkled over the book shelves every six months.

Faded or spotted cloth cases may be freshened by washing with a solution of equal parts of glair and water. Apply with a sponge, avoiding gilding. Rub lightly with pure, not vulcanized rubber. "If a case is torn, do not attempt to mend it by sewing it, or even gluing a piece of cloth on the outside of the cover. Insert a flat knife along the broken part to raise the cloth from the board. Cut a strip of binders' cloth, of the same colour as the case if possible, glue it, and slip it in below the part you have raised, glued side to the board. Now rub it down well. Apply glue to the inside of the material that was raised off the cover, and lay it down neatly upon the new piece. The operation can be performed most successfully in the case of cloth-bound books." Warped covers should be placed between damp blotting papers, protecting the body of the book with sheets of thick brown paper, and put under pressure. Broken corners of heavy reference books should have pigskin corners put on by a binder. Decaying leather bindings should be treated to an application of vaseline or olive oil rubbed in with the fingers. Brush mildewed leather bindings over with a light application of spirits of wine. To renovate leather, spread wet starch with a little alum added thickly over the surface, rub with an old leather glove, remove starch with a rag, rub again with a flannel containing a few drops of varnish and then with a white cloth just touched with olive oil. To make a glaze for the covers of books, "mix a heavy solution of warm glue with freshly made starch or flour paste. Add to this one fourth part of turpentine and one fourth of spirits of wine. This preparation should be applied with a soft brush, the surface being rubbed after it has dried."

Branch libraries.

Function of a central library and the problem of branches. A. J. Hawkes. Lib. Asst. 6: 371-5. Jl. '09. (to be cont.)

"The last and highest office of the public library is the promotion of culture. The ambition animating public library founders, and all those engaged in their maintenance, should be to so raise the public taste that the philosophy of Plato may find more admirers than the local football hero, and Shakespeare and Turner be better appreciated than the comic of the music-hall. The greatest achievement of the public library is to change the philistine plumber into the discerning connoisseur." In modern cities of large area, the public library "can only fulfil its purpose as a tool-house with reasonable efficiency and success by the establishment and judicious distribution of branches." The expense of maintaining four libraries as compared with one large central building would probably be double for maintenance. Branches should be treated as complements of each other, "completing and extending the usefulness of the whole. Of paramount importance in such a system is the central institution; the efficiency of the central as a complete and exhaustive library should remain unimpaired; the whole loss of expansion due to constrained finances should be borne by the branches themselves." Insistence on the part of the people of a district is not sufficient justification for the establishment or undue development of a branch library. "A district in which it is proposed to establish a branch should be occupied as nearly as possible by one class of people—a social stratum or industrial denomination—and the library, of course, should be erected near about the center of the area." If the size of such a district does not justify the erection of a special building, a deposit station should be inaugurated, but fiction should not circulate from such a station. The district in which a branch library is to be built should be studied with reference to its future growth

ch libraries—Continued.

all as present conditions. "A population of 20,000 persons should be regarded as warranting the establishment of a branch; and this population should be gathered in an area whose radius is rather less than the distance which separates the proposed branch library from the central. That is to say, given your branch as situated a mile and a quarter from the central, there should be 20,000 people resident within a three-quarter mile radius, or 10,000 per square mile, not reckoned densely for the class of town we are considering. My last point under this heading is to the cost of a branch, and the question it should enjoy of the total rate. It should in no circumstances exceed three per cent of the sum collected from the area concerned, leaving two-fifths as the district's share up-keep and development of the central."

ings.

also Lighting.

Hay library of Brown university, Providence, R. I.; symposium. Lib. J. 1: 205-9. My. '09.

describes the methods employed in studying the building problem, securing expert advice from a competent architect.

Library book-stacks without daylight. W. J. Keen. Science, n.s. 29: 973-4. Je. '09.

Notes on this article are given under the heading Lighting.

ess, Library methods in.

Business and librarianship. Pub. Lib. 14: 11. Jl. '09.

Commercial research. Pub. Lib. 14: 267. . '09.

Commercial research and library functions. G. W. Lee. p. 12-6. Current literature references, 1908. Library of Congress and Webster.

Library technique applied to business. Lib. Lib. 14: 219. Je. '09.

Commercial houses as Stone and Webster, the Franklin manufacturing company of Boston, the Commonwealth Edison company of Chicago, the National city bank of New York and the Kimball company of Kansas City applied the principles of classifying and filing to their printed material. The press of the last-named concern says: "Classifying by the average filing clerk is an imitation, but I predict that the time is not far when there will be a standard system of classification and filing for business concerns, and that the scientific and successful business enterprises will have each its own man from whom the filing clerk as of today perform the functions of a library messenger."

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pie libraries.

Library gift business. A. Carnegie. Lib. J. 43: 14-5. Je. 5, '09.

Carnegie expresses his entire satisfaction with the library gift business. Statistics of the distribution of the Carnegie gifts included.

ging.

Are we the librarian! Atlan. 104: 138-41. '09.

Critical comment on the propensity of catalogers for unearthing obscure information from authors, their books and their publishers, thus confusing the public by the inclusion of the non-essential in cataloging entries.

Cataloging rules: author and title entries, compiled by the committees of the American library association and the Library association. Review. Lib. World. 11: 467-72. Je. '09.

"The general average of library literature is not so good as it was on either side of the Atlantic, and particularly is it poorer on the other side of the water. Perhaps the ideas of the American librarian have become somewhat stereotyped, and the modern librarian there is content with the laurels his, or her, fathers won. It is certain that if one turns to the old volumes of the Library Journal or Public Libraries, one finds excellent articles abounding in practical suggestion, while a glance at the same magazines to-day shows no new ideas, but plenty of excellent sentiments which, admirable in their way, are of little use to the man who has heard them a thousand times. We are a little more practical over here, but the quality of our professional literature is not rising. . . . The definitions—there are fifty-eight of them—seem satisfactory. We are glad to see for the first time satisfactory definitions of such terms as 'series' and 'folio,' and the definition under 'author'—the writer or maker of, or the person or body immediately responsible for the existence of a book—is an improvement. Some of the explanations might profitably have been extended; they are nearly all of telegraphic laconicity; but we must remember that they introduce a code of rules and not a treatise on the art of cataloging. The code itself is written in the imperative mood, the explanations only being given in the gentler indicative. It is, therefore, apparently an unanswerable set of instructions as to cataloging practice. But a brief examination dispels this view somewhat. The two national committees have not always coincided in opinion, although the differences are remarkably few; in cases of difference the alternative decisions are printed together, and the judgment of the cataloguer is immediately called into exercise in choosing between them. Alternative rules by the Library of Congress, Linderfeldt, Cutter, the British Museum, Bodleian, and other authorities are also given with some frequency. All this enhances the work as a book of reference, but makes its application a matter of much discretion. The first twenty-two rules deal with question of 'under whom as author.' . . . Two-and-a-half pages are devoted to dissertations alone, the variant practice of the Library of Congress being cited very fully. An interesting rule, principally because of the example given, is that relating to illustrators. Where books are entirely of illustrations or notable on account of them, the work is to be entered under the name of the illustrator with a reference from the mere author; when the illustrations are of secondary importance the principal entry is to be under the author, with an added entry under the artist. Are we to assume that all books with illustrations are to have an added entry under the artists? It would result in an interesting set of entries, but of doubtful value. Forester and Omond's Bruges and West Flanders, which is here given under Omond, should, it seems to us, certainly have been placed under Forester. The rule contradicts the title page and the character of the book. We have here already an example of the necessity of judgment in cataloguing which makes it an art rather than a science. The rules for entering engravers, cartographers, architects, music, heraldic visitations, and bulls, present only minor changes from wonted practice. That under commentaries is rather new. Cutter, it will be remembered, places a commentary under the author of the text, provided that it is entitled 'Commentary on . . . ' and not . . . 'with a commentary.' The new rule is to place the commentary under the author of the text, which we think distinctly better. The rule has, however, a number of what we think to be unnecessary exceptions. It seems to us that a commentary of whatever kind should invariably

Cataloging—Continued.

bly be placed under the author of the work commented upon, although reference should be made from the commentator. Again we think the rule for continuations should be inverted. It determines that a continuation which is in the form of an independent work with a separate title should go under the author who continues the work. But if it is a continuation it cannot be an independent work, and it logically follows the work it supplements, just as it stands beside it on the shelf. Names are to be given in full except in cases such as Charles John Huffam Dickens, where the author consistently ignored some part of his name. They are also to be in the vernacular form, a new and perfectly logical rule which has much to commend it, but which positively bristles with difficulties when used in a popular catalogue. The treatment of compound names is upon the opposition principle from that of the ordinary name. A name is entered under the vernacular form, first, because the former use of Anglicised form was—according to Cutter—'a concession to popular ignorance,' which can no longer be made, and, second, because the tendency is always towards the real name. Hence the rules require that writers using pseudonyms, as George Eliot and Voltaire, shall be entered under their real names. But the rule for compound names determines that they are to be entered under the first part of the name. . . . But if the tendency is always towards the real name, what becomes of the rule? A further highly controversial rule is the adoption of the family name of noblemen as the entry word; to us this is highly ludicrous, although we are quite aware that Bacon is better known by that name than as Viscount St. Albans, but Lord Kelvin is not better known as Sir William Thomson, nor is Lord Lytton better known as Bulwer. The rule has reason to commend it of course, but Mr. Brown notwithstanding, is very inconvenient. Rule 41, which requires that married women be entered under the name under which they first began to write, is also interesting. To think of Mrs. Sidney Webb as Beatrice Potter requires a slight mental feat, however."

Catalogs.

Personal contact through the catalog. J: A. Lowe. Lib. J. 34: 265. Je. '09.

Notes on this subject are given under the heading Reading.

Charging systems.

Arrangement of open access library issues considered in relationship to stock-taking methods. H: T. Coutts. Croydon Crank. 1: 41-3. Jl. '08.

If books are charged by accession number or author, inventory becomes a most complicated process usually involving closing of the library. The charging system should be arranged according to the classification of the library. Stock taking then becomes an easy matter, account being taken of the books on the shelves, those charged to borrowers, and the bindery.

Children's department.

See also Story telling.

Are juvenile libraries desirable? Lib. World. 11: 477-9. Je. '09.

A debate at a meeting of the Islington libraries club.

Book line; poem. A. Guiterman. N. Y. Pub. Lib. Bull. 13: 257-8. Ap. '09.

A poem inspired by the work done for children in the Rivington street branch of the New York public library.

Children's halls. K. E. Jones. Lib. Asst. 6: 334-5. My. '09.

Cleveland public library's children's work. A. C. M. Lib. J. 34: 165-6. Ap. '09.

Establishing relations between the children's library and other civic agencies. C. W. Herbert. Lib. J. 34: 195-6. My. '09.

Other workers with children should be consulted by the children's librarians. These workers should be sought out and invited to the children's room. The librarians should attend meetings or conferences held in behalf of children. Speakers from among the sociological workers should address the library staff. Books withdrawn from libraries are sent to institutions. Some objections are urged against this practice, but it is frequently the only avenue of approach to books that children in these institutions have. Probation officers and truant officers are supplied with information about the library. The Cleveland public library maintains a card directory of social workers. Lists of books for children are mailed to these workers. The workers in charge of playgrounds should be utilized in library extension.

Experimental temptation; or, The attractive power of books versus the librarian's method. M. J. Moses. Lib. J. 34: 247-53. Je. '09.

"Unless some very definite viewpoint or some goal, whether practical or ideal, is impressed very soon upon the public, this public will begin to doubt the work being accomplished in the children's room. The library as regards its methods has just reached that point when its chief aim should be to avoid crystallization; it should profit by the mistakes which have been made in our public school system; it should concentrate its activity, working from within its area; it should not go outside, to such an extent as it is now doing, and take unto itself the functions of the school or of the social settlement. A clear distinction should be made between concentration and crystallization. . . . The question of a library for children whether in the school or outside, involves many serious considerations; we are hedging the boy's and the girl's spirit around with public utilities; we are building up their green fields with institutions which lay claim upon their hours from sunrise to sunset. What with their public school, their public library, their public playground, and the prospects for their special theatre, children will, in time, have few moments in which to love their parents. . . . And there is great truth that with our schools and our libraries, we are in danger of tiring the present-day girl and boy. This educational and theoretical idea of the preparation of childhood for manhood, without giving the childhood a sufficient chance, is pernicious in its physical effect, to say nothing of the mental or spiritual effect. . . . It is the librarian's duty to counteract the one-poem memory exercise of the classroom. If her method is a human one, she will strive to add meaning to a title, she will seek to make the legendary names in history represent large action. In the telling of her stories, the librarian should give nearness to the heroes, a truth and consistency to their development. There is a certain familiarity toward literature which our schools, generally speaking do not seek to create in their English studies. The library should supplement the school, it should likewise counteract the school. For culture after all is nought but education with the sharp edges of a graded course chipped off. . . . We speak of the humanizing value of books; were it possible to overcome social and economic limitations we should like to see every home giving the child his first love of literature. But, since this cannot be, the librarians seem to be working out their methods in the children's room through the sympathetic recognition of the policy—'when I was your age.' They seem to be striving for a general atmosphere of 'home-iness' in the children's room—to humanize the

Children's department—Continued.

ment as well as the book. For this reason I am constantly surprised to find library attendants in charge of a system of branches hanging upon the walls stereotyped wood-cut engravings, in thick brown frames—unnecessarily copies of masterpieces, but beyond children in appeal. What these young people are friezes filled with the images of dreams—scenes from folklore, from legends—scenes representing the joyousness of life, the healthy vigor of sport. . . . I should hate the home must be brought into close contact with the library than the school. I reach the crux of the matter when you regard the parent as a large library." The child of foreign parents is given education that alienates him from his parents, and wrongs him by taking him completely out of his atmosphere. "The librarian's method should not encourage that insatiable desire to produce Americans by not utilizing their former environment. Would an intelligent knowledge of their foreign parents tend to keep them closer to the parent, probably will never learn English, who is an alien peasant in a strange land, with a foreign child?"

Librarian as a lecturer to children. W. C. Sayers. *Lib. World*. 12: 23-7. J1. '09. The rest of children is difficult to arouse, but become keen and penetrating critics and intolerant of errors. The lecturer to children must be accurate. "The human boy deals in all subjects mechanical: railways, air-telegraph or electric train; he loves pictures of all types; he will endure even if a sufficient number of dinosaurs and features add pictorial excitement. The girl, on the other hand is more difficult to interest; lady lecturers prefer to address boys, and they are addressing boys and girls do invariably devote their greatest attention to boys, leaving the girls to take care of themselves in a most uncomplimentary fashion. One of the girl's utter lack of curiosity as to mechanical contrivances were needed, it soon be gained by watching a number of slides at a lecture on such a thing as the steam engine, or even upon the sewing machine. The girl will behave better than the boy, but that is due to sense of finer feelings; her boredom is easily overcome and visible. My experience leads me to believe that literary subjects, biography, historical travel in particular, are of interest to them like adventure, too, until they are fifteen, and then they become indifferent. There is a fairly wide range of subjects interesting to boys and girls alike. The tale of travel, the old, engrosses them; history, and some of the natural science, particularly the gardens and the fields, are also safe; but inventions, industries, or any subaltern relating to civics are of no attraction to them." It is well to make frequent use of the slides, although the children break the thread of discourse by discussing the slides. "Lectures in public libraries are usually arranged by consultation between the head teachers in the school and the librarian. In one town, Cardiff, education authorities have gone so far as to give a grant for the support of library lecturers including lectures to children. Admission is by ticket distributed to the children by the head-teacher; a wise proceeding because it ensures the best use of the tickets. Demand for these is nearly always greatly in excess of the supply. In Croydon, where the population is only 360, the average demand for a lecture is 1,300. Consequently every child in the school is marked with a ticket to the library of the use made of these tickets, and any school not making regular use of the library is requested to return them so that they may be placed elsewhere. But there is no need of recourse to this request. It is not the purpose of these lectures is to educate the children in the library; it is equally important that the librarian must not in any way

usurp the teacher's functions. Therefore only children of twelve and upwards, who are nearing the end of their elementary school career, are catered for; these will develop, it is hoped in fact, it is proved that they do develop—into public library readers through the influence of the lectures. Story-telling is another matter; it is an end in itself, and stories may be told to younger children. It is thought by our leading librarians, however, that to tell stories at libraries is to assume the teacher's office; this would be true if children were told stories at schools, but such is not the case, and as the story has several objects—the cultivation of the imagination, the sense of beauty and the insidious suggestion of moral ideas, which are the teacher's province—so it has others—the introduction to the folk stories that underlie all literature, the close connection with books—which may safely be considered within the province of the librarian. I think therefore, that the story hour is a natural and legitimate work of libraries wherever possible." It is wise to seat boys and girls separately. Discipline must depend on the lecturer. The presence of teachers introduces the atmosphere of the school room, which is quite undesirable outside the school. It is an advantage to have informal lectures. "I would rather make my own introduction to children without an intervening mind, however able. On the other side, it is wise to attempt to interest the leading citizens in this work—and no work of the libraries is capable of arousing so much interest—and it is well to get a member of the education committee or a town councillor to preside. Such a lecture is often a revelation to him, and sometimes secures a valuable convert to the cause of the library, no despicable consummation. It must not be supposed, because teachers and chairman are considered not always desirable, that the lecture room should be allowed to degenerate into an undisciplined liberty hall. The discipline should be real and severe; an order once given should be adhered to at however great inconvenience. Boys soon discover whether one is in earnest or not, and behave accordingly. Some librarians think it necessary to have a uniformed janitor, or some similar person, quietly parading the room during the lecture; this is distracting to the lecturer—who wonders all the while whether he could really interest the children without the restraining influence of that grim official—and to the children, who are eternally on the qui vive for his coming and going. . . . Begin the lecture in a very subdued voice; it arrests attention and the noisiest audience of youngsters hushes to hear the opening words. . . . Be colloquial and eschew oratory is a golden rule. . . . Become a big boy simply in addressing the boys, beware of subtle humour, let jokes be of the harmless half brick-variety, and avoid irony or sarcasm as inventions of the Father of Evil; youngsters have gaped at my finely prepared irony, and whispered things amongst themselves which have taught me to consider the fitness of things in salutary bitterness. The question of humour is an interesting one; the youngsters do not understand irony, true, but they are in the brute stage; the grotesque, the abnormal, deformed and other ugliness which too often have their foundation in human misfortune, appeal to them as irresistibly funny. An old lady tumbling off a chair is the essence of humour to them—as it is to the undeveloped mind of a type of grown-ups if one may judge by the cheap coloured picture postcards now current. I have seen an audience of 200 children go into shrieks of laughter with complete unanimity upon the appearance upon the lantern screen of a portrait of Lord Bacon with the Elizabethan ruff around his neck. The picture was hideous enough it is true, but its humour was not so apparent. The picture of a dinosaur or other pre-Deluge animal produces the same result. It is clear then that the lecturer should exercise considerable care in choosing lantern slides unless he desires to make humour out of them. Unseasonable humour, in the child, often spoils the whole effect of a lecture. . . . To keep perfectly cool, to be completely the master of the audience are essentials,

Children's department—Continued.

to stop dead immediately any talking is heard." The signals for change of slides should be as unobtrusive as possible. The best form of signal is for the lecturer to introduce the new slide by a word or sentence agreed upon. Children should not be allowed to eat during the lecture nor to leave before its close without giving a satisfactory reason to the monitor in charge. "At the close of the lecture the boys should remain seated until the girls have left row by row, beginning at the end of the room nearest the exit. This will cause some trouble at first, but a slide can be put on the screen, giving the order to this effect, and the children soon learn to obey. The connection between the lecture to children and the public library is more difficult to establish than that of adult lecture and library. Many of the children are still too young to make use of the library, but the justification of the lecture lies in the fact that it is held in the library and therefore accustoms children to come naturally to the building, and teaches them—what many a householder does not know—that the institution is a free civic one."

Children's reading.

See also School libraries.

Children's century; Chicago school children and good books and reading. H. L. Dickey. *il. Harp. W.* 53: 24-5. Je. 5, '09.

Describes the use of children's literature in the Chicago schools.

Fine editions of children's books. *Wis. Lib. Bull.* 5: 10-1. Ja. '09.

First selection of 500 children's books for a library. *Comp. by E. L. Power.* 72p. Michigan state library.

A classified list with the grade indicated in the margin.

Graded list of stories for reading aloud. *Comp. by H. E. Hassler.* 34p. '08. Public library commission, Indiana.

This list was prepared to meet the increasing demand for good stories to read to schools. "Many children are absolutely dependent on their teachers for the cultivation of any taste for good literature, without which the simple ability to read may prove as much of a curse as a blessing." It is not a graded list of the world's best stories, but a list of 20 or 30 books that will "be found enjoyable to both teachers and pupils, and will leave the children with some idea of the best juvenile literature."

Old-fashioned children's books. *Liv. Age.* 261: 754-60. Je. 19, '09.

A description of the priggish, unchildlike books of sixty years ago.

Circulating libraries in bookstores. See **Rent collections.**

Circulation of books.

Cost of circulating a library book. *O. R. H. Thomson. Dial.* 46: 253. Ap. 16, '09.

Circulation statistics as now kept do not make it easy to get at the cost of circulating a library book. To charge as a part of the cost of circulation the up keep of grounds, lecture courses, reference work, cataloging and purchase of books is inaccurate.

Civil service for libraries.

Municipal civil service in libraries. *J. T. Jennings. Pub. Lib.* 14: 209-12, 250-4. Je.-Jl. '09.

Municipal civil service in libraries is a handicap to library efficiency. The United States excepts the Library of Congress from civil service to the great advantage of that library. The disadvantages of civil service are even greater

for a city library than for a department of the general government. Geographical limitation, the impossibility of removal, the inefficiency of examinations as a test of fitness, and the waste of the librarian's time are the special objections as related to libraries. Library workers require special knowledge, training, and types of personality of which no city, however large, is likely to furnish enough satisfactory local candidates. The whole country is none too large a field from which to choose. Impossibility of removal except upon charges sustained and proved before a public tribunal in the shape of a municipal civil service board puts a premium upon inefficiency and insubordination, and injures the library by unpleasant notoriety. "A written examination does not touch the qualifications of character, personality, industry, gumption, integrity and tact." Municipal red tape makes it possible for some other library not handicapped by civil service to secure the good assistant while we are sending civil service correspondence back and forth. Only nine of the important public libraries of the country are controlled by civil service, and eight of these report unsatisfactory results. Internal civil service entirely in the control of the library is being successfully carried on in Buffalo, Boston, Cleveland, Grand Rapids and other cities.

Classification.

Classification of local collections. *L. S. Jast. Croydon Crank.* 2: 24-7. Ap. '09.

A topographical scheme must first be worked out and topical subdivisions added.

Classifying fiction. *W: A. Borden. Lib. J.* 34: 264-5. Je. '09.

The demand for the latest novels is often caused by the ignorance of the public of other novels. The people do not ask—"Who's the author?" or—"Is it interesting?"; but they want to know what kind of a book it is. Therefore a system of classifying fiction will enable people to find on the shelves the kinds of stories they desire. This has been done in the Young men's Institute library, New Haven, Connecticut, with the result that four-sevenths of the fiction circulation comes from the classified shelves. All the short stories, the impossible stories, the detective stories, the sea yarns, the historical novels, etc. are grouped. All novels usually called for by author are left in the old, alphabetical arrangement.

Subject classification. *H: T. Coutts. Lib. Asst.* 6: 304-14. Ap. '09.

An analysis of the Brown classification. "The scheme is eminently practical, and is founded upon commonsense principles. The field of knowledge is in the first place divided into generalia, matter, force, life, mind, and record. Under these broad divisions are arranged the classes and sub-classes in a logical progression. The notation is plain, mnemonic, elastic, and, comparatively speaking, simple. The system can be used for very large libraries, or it can be adapted to the needs of smaller libraries, and special collections of books." It claims to combine the theoretical aspects of a subject with its practical application, and to provide only one place for a subject. A one place classification is an impossibility, but Mr. Brown has reduced the over-lapping of subjects to a minimum. "The general principle of arrangement is that the subject or application is placed as near as possible to the science on which it is based. Thus we find electrical engineering immediately following electricity and magnetism in the main class of physical science; music, as an expression of sound, following acoustics; domestic animals, with their wilder kind in zoology; building construction with architecture, and so on. . . . A mixed notation is used, i. e., a notation composed of both letters and figures. The notation is on a wide basis, the 24 letters, A-X, being requisitioned to show the main classes and their principal divisions. Thus we have an initial division into 24 parts. The digits of numbers

ification—Continued.

hen used to three places, giving a p-division into 24,000 parts, by using a which is no more involved than for ple, M950. Although there are twenty-main divisions, there are but eleven main a." Several letters are assigned to the extensive main classes as follows:—A. alia, B-D. Physical science, E-F. Bio- science, G-H. Ethnology and medicine, iomic biology, J-K. Philosophy and re- , L. Social and political science, M. Lan- and literature, N. Literary forms, O-W. ry and geography, X. Biography, The log- this arrangement is found in the sequence atter and force, life, mind and record. A orical table of form divisions makes an sive system of decimal subdivisions un- asses possible. "National and race names xcluded from the categorical table, and it is necessary to qualify a topic by its or language. It must be done by add- he national or philological number, from ain tables, to the subject number. By of illustration, the classification mark for k on the 'Butterflies of the British Isles' be F387V5: Subject, Butterflies, F387: Lo- United Kingdom, V500, ignoring ciph- Or again, a book on the 'Dogs of Bat- ' would bear the mark, F918U967, a com- on of the subject and local numbers. It necessary to use the second and third fig- of the local number unless it is desirable sely localize the subject as in the case of econd example, nor is it necessary that should be any dividing mark between the ets of numbers other than the initial let- f the local mark. It sometimes happens, close classification, that the topic must be led both locally and by form. Extending eceding example we will imagine it to 'Bibliography of works relating to the dogs tersea.' Our classification mark thus be- F918U967.1, which analysed is: Subject, Categorical number, indicating bibliogra- 1." Composite books may have the class ers of several subjects combined into one number. Numbers are left here and there e intercalation of subjects. A complete in- s appended.

ggested classification for chemistry. A. Vöge. Abstract by J. C. Bay. Lib. J. 34: 104-6. Jl. '09.

ings.

ow to keep a scrap-book. Ind. 67: 48-50. Jo. I, '09.

essentials of a useful system of scrap ng are celerity, mobility, and classification bjects. This cannot be done by the scrap method. "Formerly librarians in large ies used to despise pamphlets, while clip- were altogether beneath their notice. days they no longer despise pamphlets, merely hate them, and they are beginning ke notice of clippings. . . . The best way eping together all the material on a given ct, 'printed or written or partly printed rtly written,' as the lawyers say, is to t in manila envelopes and these in a ver- letter file. The envelopes should be large h to hold typewriter paper unfolded, that out 9 by 11 1-2 inches. Some will prefer olders without sides, such as are general- ed in filing letters, instead of envelopes, ing a little easier of access. If clippings are filed a long envelope, about 4 by inches holding a column, is more conven- The vertical filing cases may be obtained ctions and expanded as desired. Or you make your own box to fit the envelopes et some kind friend to pyrograph or carve th your book plate. The envelopes may ved from the mails fast enough if you do care to buy them." The best system ssification is none at all, but if one is in- on, the abridged edition of the Dewey al classification is best.

Clubs and libraries.

Club women and programs. K. L. Rob- erts. Pub. Lib. 14: 205-8. Je. '09.

Reference librarians find work with study clubs one of absorbing interest. It "opens her eyes wider, broadens her views and gives her more areas of sympathy with other people's culture and their ologies and isms." The li- brary is called upon to make suggestions as to programs for study, the club program commit- tee often coming to the library to see study outlines and consult the reference librarian and even to have her actually make up the pro- gram. In doing this, the librarian should strive to have programs, regardless of the nature of the subject, connect with the present day life and thought. Whether the subject be Greek art, French renaissance, or Robert Browning, its treatment should be such as to make it a live thing. "If Italy is the topic it may be isolated by the study of a series of unrelated things; buildings, eminent people, castles, ruins, arches, a monarch, a poet, etc., or it can be made a living whole through a study of its peo- ple; who and what they are; their origin and the climatic geographical influences in their development; the use they made of their posi- tion; their social and historical epochs, as il- lustrated in the careers of great men and move- ments, art and literature, all of which stand as sign-posts of the race's evolution. After- wards comes a study of what the people stand for to-day in the human race, or, that nation's contribution to the humanities which puts the student in touch with the people as part of her- self. Then naturally one may stop with the Italian immigration and a discussion of wheth- er the flooding of our country by that race may bring us good or ill." It is important to find out whether the study is to be serious, or su- perficial, whether it is real study or merely pastime that is desired. Effort should then be directed towards making the study as logi- cal as possible. The reference librarian has to study many books to be able to do this work. "The program maker must try to concentrate on the important things and struggle against spreading everything too thin. Get a number of women working on a few things rather than a few women taking up a number of unrelat- ed things. . . . Aim at popularity and bright- ness for the superficial program, but make the women at least see things in a broad spirit through the relating of topics. . . . As helps in getting suggestions for topics I would rec- ommend chapters in books on the subject, where hints will often be found from the way the au- thor himself handles that chapter. Titles of books given in long book lists often supply an idea as to how a subject could be treated, or will give variations of the subject. Poole's in- dex will often have lists of articles under the desired heading which will give fine thoughts for working up the topic. The encyclopaedias often suggest a logical sequence of topics. Book lists of course are easy to get. . . . Topics are suggested by the University extension, the Albany extension and other lecture courses, and there is often much to be gained through a study of the point of view of the subjects tak- en by the makers of the syllabi. Robertson's 'Courses of study' and Sonnenschein's 'Best books,' with their annotations, give a critic's point of view on a topic and often clarify a program maker's own plan of work by suggest- ing the books to look into on a given topic. Leypoldt and Iles, 'Books for girls and women and their clubs' can be used with profit. . . . In making out a program of a biographical na- ture the idea should be to throw the weight toward a study of the man's work itself. There is too great a tendency to spend time on study- ing about a man who has done something and not enough on the thing he has done."

Library boys' club. J. A. Robinson. Wis. Lib. Bull. 5: 5. Ja. '09.

A current events and social club.

Outline for a study of municipal govern-

Clubs and libraries—Continued.

ment. L: J. Bailey. bibliog. Lib. Occurrent. 2: 53-5. Mr. '09.

Prepared at the public library for a study club at Gary, Indiana.

Work with clubs. K. A. Chipman. Pub. Lib. 14: 256-7. Jl. '09.

All club programs and topical references are kept on file. Program committees meet at the library. Material not already in the library is secured quickly, so far as means permit. A clipping collection is kept up.

College libraries.

Honor system in college libraries. I. M. Butlin. Lib. J. 34: 162-4. Ap. '09.

A detailed account of the working of the honor system at the library of Beloit college. Violations of this system are judged by a committee of students who forward the evidence and their recommendation as to sentence to the proper dean. Names of offenders are not made public but the nature of the offense and the penalty fixed upon are published in the college paper.

Commercial libraries.

Commercial research and library functions. G. W. Lee. p. 12-6. Current literature references, 1908. Library of Stone and Webster.

Contagion.

See also Disinfection.

Copyright.

Communication from the library copyright league. B. C. Steiner and W. P. Cutter. Dial. 46: 321-2. My. 16; Same. Lib. J. 34: 271-2. Je. '09.

Copyright and the importation privilege. G: H. Putnam. Dial. 46: 252-3. Ap. 16, '09.

"The privilege of importing, irrespective of the permission of the owner of the copyright, foreign editions of books that have secured American copyright, is of course entirely inconsistent with the principle and practice of copyright law. In no country other than the United States has the attempt ever been made thus to restrict and undermine the value of copyright property. In the United States, the several copyright statutes that had been in force prior to 1891 were consistent in this matter of securing for the owner of the copyright, and for his assign, the exclusive control of the book or other article copyrighted. . . . Under present conditions, when an American publisher divides with an English publisher a publication originating in Great Britain, or a series of an international character, contributions for which are secured from all parts of the world, the English publisher obtains, under the British law and under the provisions of the Berne Convention, the full control and advantage of the editions brought into print by himself, for Great Britain, for the British Empire, and for Europe. He also secures, under the inconsistent provisions of the American law, the right to distribute copies of his editions throughout the United States, a right of which he is naturally availing himself to an increasing extent from year to year. The American publisher, on the other hand, is entirely excluded from Great Britain and from Europe, and secures in his own market not the exclusive control, which is the theory of copyright law, but simply the privilege of selling in competition with the English publisher."

New copyright law. R. U. Johnson. Nation. 88: 532-3. My. 27, '09.

Sets forth the advantages of the law.

New copyright law. T. Solberg. Pub. Lib. 14: 184-5. My. '09.

Copyright henceforth will begin only on actual publication. The period of renewal for protection has been extended from 14 to 28 years, making the entire period of protection 56 years. "In its wording the new law is clearer and defines the various classes covered by copyright more explicitly. The subsidiary rights, such as translation, dramatization, adaptation, production of plays, etc., are more carefully guarded. As regards international copyright the following changes have been made: Foreign books not in the English language desiring American protection need no longer be printed in this country. For English books, however, the requirement has been retained and the provision that it must also be bound here has been added. Also, English books have been accorded an ad interim protection in this country for 60 days. This provides that 30 days after its publication in England are allowed for the deposit of the book in the United States copyright office and a further period of 30 days to complete the production of the American copyright edition. In regard to importation of copyright books, there is but little change except that free importation of books by libraries and other educational institutions, when for use and not for sale, is limited to one book per invoice."

County extension.

County library system in Multnomah county, Oregon. M. F. Isom. Cal. Lib. Assn. Handbook and proceedings. p. 41-4. '09.

"As one rides about the county east and west, north and south, every few miles there may be seen a small blue sign with silver letters 'Public Library station,' sometimes tacked to a tree in front of a schoolhouse, sometimes disputing the honors with Uncle Sam's flag on top of a rural free delivery box, more often of course attached to the porch of a country store. In the most unexpected places and on some of the most out of the way country roads the library has found many of its most appreciative patrons. The county department has gradually developed four distinct lines of work, which by one way or another have embraced all the interests of the county, work with the schools, with the granges, with the reading rooms, and with the deposit stations." Work with schools was first attempted with the cooperation of the county superintendent of public instruction. The 3000 and more volumes in the school collection are apportioned among the 60 schools in boxes holding 20, 30 or 60 volumes and shipped by boat, train or farm wagon. Early in October someone from the library makes a tour of inspection in a motor car. "The books of the school libraries are not books of supplementary reading nor so-called reference books; these are doubtless necessary, and every teacher has the privilege of drawing them from the library upon her teacher's card, and if she wants so many that she can't carry them a messenger takes them for her to the nearest reading room, where some kind farmer is sure to pick them up and deposit them at the schoolhouse door; but the best of the children's books are selected and books of time-honored literature. From the first it was determined that no odor of textbook should penetrate these library boxes, but that they should be a mine of pleasure to the child who might delve into them, inciting his imagination, inspiring a real taste for literature, a love for history, and art that may perhaps be to him a resource and an influence through life. The country child is blessed in his leisure during the long winter months; he is spared the cheap distractions of city life, spared, too, perhaps, the thousand and one titles of the children's department; he has time to read and time for the real books, time also to think about them and to read them over again. In choosing the books for a country school collection two rules might well be observed, the one is that no juvenile book should be selected that could not be

County extension—Continued.

read with sympathy by any properly constituted grown-up person, and the other that no adult book should be added that would not bear a second reading with pleasure and profit." Deposit stations "consist of cases of 50 books placed wherever can be found the public spirited citizen imbued with a love for books and a desire to encourage this love in his neighbors." They are in country stores, logging camp boarding houses, near grange halls and in farm houses. "In the first station boxes were included books on the local industries, fruit farming, dairying, poultry raising, etc., but as time has gone on and reading rooms have been established, and the way to them and to the central library has been learned, the same distinction has been made in these boxes as with the school collection, only books of general interest are sent except on request. But insistently and everywhere in the Grange, in station, in schoolroom, through country papers, by public notice, the useful books of the library are advertised, and every man in the county knows where he can turn for information he may need. It is often the receipt of this information that makes him the friend of the library for life, for the country man is very much like the city man in this particular, 'he wants what he wants when he wants it.' It was such an experience that led to the establishing of the first reading room. Several times emissaries from the library had sat in the editor's office of the little country town begging his influence for at least a deposit station, and finally consent was reluctantly given to place the books in the window where they fared as best they might. One day the machinery of the newspaper broke down, the linotype was out of order. Post haste the editor sent to town for books that would help him in the crisis, they were promptly delivered and the repairs made. After that there was no more ardent supporter of the library, in season and out of season he told of his experience and the \$50 that the library had saved him, and soon after the deposit station was transformed into a thriving reading room. There are now seven reading rooms through the county; some have grown from deposit stations, others have been established in the suburbs, one, the Troutdale library had been supported for some years as a subscription library by the women of the village. These rooms are maintained by the cooperation of the residents of the locality with the library, the former providing the room heated and lighted, while the library is responsible for the salary of the custodian and furnishes the books and magazines. The rooms are open five hours during the afternoon and evening, and in addition each custodian is required to spend one morning each week at the central library for instruction and suggestion. A small group of reference books has been placed in each reading room and several hundred circulation books. These are kept fresh by weekly exchanges and weekly delivery of 'request' books supplements this deposit collection. There is much local pride in these small rooms and a friendly rivalry that does not come amiss. They are simply furnished, but, as a rule, in good taste and are well lighted and attractive with growing plants and gay bulletins. One good picture at least is hung in each room, and these are occasionally exchanged for variety's sake. . . . Much of the success of the library in its county work has been due to its pleasant relations with the Grange. Membership in this body has permitted the attendance of meetings all over the county, giving the opportunity to meet the farmers and their families socially as well as formally from the platform. These meetings, which are so friendly and informal, have given an insight into the conditions in different sections which could hardly be obtained otherwise, and have oftentimes been the means of interesting people to whom books are neither a habit nor a necessity. They are always followed by many applications for library membership, and what is even more satisfactory, visits to the library in turn by county members in search of information on practical subjects or with suggestions for books to be included in the

next box. To carry a small portion of the library out into the country is well and good, but even a greater service may be rendered by leading the county members to make use of the larger resources of the main library. This year study libraries have been supplied each month to the ten granges in Multnomah county to be used in connection with the topics assigned for the monthly program by the state lecturer."

County library system in Sacramento county. L. W. Ripley. Cal. Lib. Assn. Handbook and proceedings. p. 44-6. '09.

Elk Grove station of the Sacramento county library. H. G. Eddy. Cal. Lib. Assn. Handbook and proceedings. p. 46-8. '09.

Library legislation in California. H. E. Haines. Lib. J. 34: 167-8. Ap. '09.

The most notable of nine laws relating to libraries recently enacted by the California legislature is the county library law. This law is based partly on the methods in operation in Ohio, Maryland and Oregon, but is wider in scope. County supervisors, upon their own initiative or under compulsion by a majority vote at the annual school election may establish a county library. Any town or city already having a library may refuse to participate in the county system. The supervisors may enter into contract with the trustees of a library already established by which that library may assume the functions of a county library. A county library shall be under the supervision of a committee of three selected from the membership of the board of supervisors. This committee elects the librarian, who is not required to be a resident of California, but who must have "from the state librarian or from the librarian of the University of California, or the Leland Stanford, Jr. university, a certificate to the effect that in the opinion of such librarian, he is well qualified for the office." The salary of the county librarian is to be not more than \$2,400 and he may be allowed traveling expenses in the county. County library systems of the state are placed under the general supervision of the state librarian. The full text of this law is given in News notes of California libraries, April 1909.

Disinfection.

Reports from New Zealand on book disinfection. H. Baillie. Lib. J. 34: 260-3. Je. '09.

On his return to Wellington, New Zealand, Mr. Herbert Baillie reported upon book disinfection in the United States. There were complete arrangements between libraries and health departments whereby the library was given prompt notice of all cases of infectious disease, and in most cases the health authorities undertook the destruction or disinfection of the book. A few libraries had a small formalin disinfecting apparatus. An investigation made in Portland, Oregon, tended to encourage the destruction of infected books. Germs found on library books are for the most part harmless. Formaldehyde gas will not disinfect books in stacks. Placed singly in a fumigating chamber, books may be effectively disinfected. Books, like paper money are not such carriers of contagion as they are popularly supposed to be. Librarians seldom contract contagious diseases. In New Zealand those suffering from infectious diseases are not permitted to use library books.

Duplicate pay collections.

Reasons for a rental collection. Wis. Lib. Bull. 5: 25. Ap. '09.

Exhibits of libraries.

Holiday exhibitions. H. R. P. Croydon Crank. 2: 30-3. Ap. '00.

Fiction.

Classifying fiction. W: A. Borden. Lib. J. 34: 264-5. Je. '09.

Notes on this article are given under the heading Classification.

Place and treatment of fiction in public libraries. D. W. Herdman. Lib. Asst. 6: 375-80. Jl. '09.

Standard fiction is an interpreter of life, and deserves a place on the shelves of public libraries. A careful reduction of the stock of fiction in many libraries is recommended. New libraries are advised to limit fiction to 15 or 20 per cent of the entire stock. Annotations of fiction entries in the catalog "cannot be too strongly advocated. Such annotation need not be critical, lest the librarian, who is only human, should allow his individual taste too free scope; but a brief outline of the aim or purpose of the work, or of the period treated is invaluable. . . . When a novel bears upon any particular phase of life, or period of history, or description of a locality, it would prove of much interest to insert a note directing the reader who wishes to pursue the subject further, to non-fictional books treating upon that subject. . . . Fiction illustrating a subject might with much utility be given a cross-reference entry in the subject-catalogue."

Finance.

See also Accounts.

Money making for the smallest libraries.

F. Hobart. N. Y. Libraries. 1: 199-203. Ap. '09.

Notes on this article are given under the heading Small libraries.

Gifts and bequests.

See also Carnegie libraries.

High school libraries. See School libraries.

History of libraries.

See also Libraries.

Library economy in the sixteenth century. W. R. B. Prideaux. bibliog. il. Lib. Assn. Rec. 11: 152-74. Ap. '09.

Inventory.

Arrangement of open access library issues considered in relationship to stock-taking methods. H: T. Coutts. Croydon Crank. 1: 41-3. Jl. '08.

Notes on this article are given under the heading Charging systems.

Leather.

See also Binding and repairing.

Durability of leather. Sci. Am. 100: 292. Ap. 17, '09.

"Leather properly tanned with alum and chromium is very durable, having a probable useful life of three or four centuries. The use of tannin in conjunction with chrome alum greatly diminishes the durability of leather. The best vegetable tanning agents for book leather are those which contain pyrogalllic acid, such as sumach, algarobilla, chestnut extract, and mirobolan. Acid dyes applied to book leather should be prepared with volatile organic acids. Basic dyes should not be 'fixed.' Varnishing with shellac or albumen affords the best protection against destructive influences."

Effect of illuminating gas on leather. Sci. Am. S. 67: 287. My. 1, '09.

It has been determined that "of the deleterious influences to which books are subjected, the fumes of burned gas are the most fatal, owing no doubt to the sulphuric and sulphurous acids which they contain."

Lectures.

Librarian as a lecturer to children. W. C. B. Sayers. Lib. World. 12: 23-7. Jl. '09.

Notes on this article are given under the heading Children's department.

Legislation.

Bill for library supervision in Illinois.

Pub. Lib. 14: 181. My. '09.

California library laws. Lib. J. 34: 307. Jl. '09.

The California legislature recently passed an "unincorporated town library act." This act provides that "upon the application for formation of a library district by petition of 50 or more taxpayers or residents to the board of supervisors in the county in which the town is located, an election must be held to determine whether such library establishment shall be made. These elections are to be conducted according to the general election laws of the state. The library district, if established, may at any time be dissolved upon the vote of two-thirds of the qualified electors thereof. A board of three library trustees shall be appointed to conduct the affairs of the library district. It will be obligatory upon this board to call an election upon petition of 50 or more taxpayers and submit to the electors of the district whether the bonds of the district shall be issued and sold for the library demands as set forth in this act. If it is decided that these bonds are to be issued they must not bear a greater amount of interest than 6 per cent, the interest to be payable annually or semi-annually, and the bonds must be sold in the manner prescribed by the board of supervisors, all proceeds therefrom to be deposited in the county treasury, to be drawn out for library purposes."

Library laws of the state of California.

News Notes of Cal. Lib. 4: 123-43. Ap. '09.

Library legislation in California. H. E. Haines. Lib. J. 34: 167-8. Ap. '09.

Notes on this article are given under the heading County extension.

Library legislation in Illinois. Pub. Lib. 14: 267. Jl. '09.

Library legislation in 1908. N. Y. Libraries. 1: 216. Ap. '09.

Library legislation for 1909. Pub. Lib. 14: 239. Je. '09.

New legislation in Pennsylvania. Pa. Lib. Notes. 2: 1-3. Ap. '09.

New library bill in Indiana. Lib. Occurrent. 2: 49-50. Mr. '09.

"Act providing for the extension of library privileges to townships in which free public libraries are, or may hereafter be, located." Upon petition of 50 taxpayers a township advisory board must levy a tax of not less than five tenths of a mill or more than one mill to secure the extension of library privileges from some designated public library to the residents of the township. The full text of the law is here given.

Recent California library legislation and its significance. M. J. Ferguson. Cal. Lib. Assn. Handbook and proceedings. p. 35-40. '09.

arians and assistants.

also Civil service for libraries; Registrars; Librarians; Staff meetings.

cerning the library assistant. E. Bailey. Lib. Assn. Rec. 11: 229-36. My. '09. Library association's requirements are out of all proportion to the salaries paid the prospects for advancement. "I would support any lazy sentiment by denying the right to private study on the part of the library assistant. As the librarian is both a custodian and distributor of books it is absolutely essential for him to know something of those under his care. I have already indicated how he may acquire that knowledge. One cannot expect him to know everything about the contents of his collection, or even remember at all times what he has and what he has not. In large collections of books this is impossible. We concur in the opinion that a necessity exists for the cultivation of the librarian, and that whatever the line of duty he takes, he should endeavor to increase his general information as far as possible. Exclusions which will test that general knowledge and within reasonable limits are to be encouraged, but let us have done with the idea that we cherish it, that young librarians in their early positions on our staffs must necessarily blossom into individuals with academic attainments, or something very near to that, and let us, when we are called upon to do our over-abundant zeal forget to take into consideration all the circumstances that will define the present and future career of the assistant. If chief librarians are determined to set upon requirements that are extraordinary high, then let them be prepared to add to their committees the largest possible number of librarians, the best possible conditions in every respect, for these requirements should be command them."

Librarian's canons of ethics. C. K. Bolton. Lib. 14: 203-5. Je. '09.

Librarian "should not chafe if the trustees only feel called upon, from time to time, to exercise the authority vested in them." When not be loyal to a policy upheld by the trustees, he should explain his position, and if necessary, resign. It is unprofessional to delay in carrying up a project until a known opponent of the measure happens to be absent. A librarian is bound to advance his capable assistants within the library and beyond it—though recognizing that the library receive full return for the money from members of the staff. The staff owes loyalty to the librarian, and should not be loyal to him beyond the doors of the library. If ever, should complaints by the staff be sent to the trustees over the librarian's assistants should not allow personal animosities within the library to injure efficiency. Should the staff use library hours for social purposes." A librarian should not give evidence to the trustees of another library that the knowledge of the librarian confers.

Counsel from others in the same calling should be freely sought, and given upon request. Statistics should not be used to show superiority over a neighboring library. An assistant of another library should not be engaged in making intention to do so known to the library's superior officer. Unfavorable comment on the work of predecessors in office is criticism. A librarian is endeavoring to be an influence in a community. An assistant has specific duties to which specific hours are given. The librarian is on duty wherever he is, and may not carelessly choose his hours or habits. He should not lend his name to public controversies. He should have no private interest in the purchases of the library, not known to his board. He should not let his special interests to unduly influence his election. "Abandoning a reliable agent in slightly better terms is usually of but little advantage. . . . Nor should he jeopardize his independence by accepting special from business firms."

Librarian. N. Y. Times Saturday Rev. 14: 442. Jl. 17, '09.

Librarian's reading for efficiency. R. Bliss. Bull. of Bibliog. 15: 196-9. Je. '09.

Library association examinations. Lib. World. 11: 387-8. Ap. '09.

Library manuscript magazines. W. J. Phillips. Lib. World. 12: 4-7. Jl. '09.

Such magazines encourage the development of literary talent among the members of a staff, are the medium for set courses of lessons in routine work and library methods, take the place of staff conferences and serve as a means of communication between branches and central library and with neighboring libraries.

Library staff guilds and meetings. W. C. B. Sayers. Lib. Assn. Rec. 11: 175-8. Ap. '09.

Notes on this article are given under the heading Library associations and clubs.

Old-fashioned virtues versus the ideal librarian. H. R. Keller. Lib. J. 34: 295-8. Jl. '09.

Miss Keller's clever satire on the impossible concentration of excellence known as the "ideal" librarian should afford consolation to the average librarian with the average amount of tact, enthusiasm, patience, self-control, etc. Miss Keller suggests that kindness "mixed with some brains" makes an excellent substitute for tact.

One thing needful. S. C. Fairchild. N. Y. Libraries. 1: 196-8. Ap. '09.

An ideal librarian is described. "He cared supremely that everyone should make the most of life. He believed from his heart that the use of worthy books makes people wiser, and happier and better. His intelligent, sympathetic knowledge of the books was equalled by his intelligent, sympathetic knowledge of each reader, and he had the energy, and the persistence and the resource to use whatever means were necessary to accomplish his purpose. . . . Genuine success in developing library interests does not depend on large appropriations nor on wise and noble state leaders, though both are very important. It mainly depends on whether those leaders can convince the appointing power in every city, village and hamlet having a library that the one thing especially needful is having the right librarian. . . . There is also prevalent a false notion regarding the difficulty of learning library technique. The gifted librarian of the foreign district could have learned to catalogue. The man or woman who is competent to be a leader in the things of the intellect and of the spirit, certainly has the mental grasp of power of application to master whatever special preparation is necessary. To be sure time must be taken for such training, varying with the exigencies of the case. But the sooner the idea vanishes that there is anything abstruse or occult or extremely difficult in learning to 'run a library' on its business and technical side, the sooner it will be generally understood that the higher and rarer qualities of librarianship must be secured. . . . I have seen girls in libraries who make no pretense of liking to read anything more than the latest light novel, and who were apparently chosen because they are clever at learning methods and hand out books over the loan desk with a smile. I would not make an age requirement, but I do insist that a degree of maturity, of ripened judgment is essential to helpfulness in a library. . . . It is not uncommon to see a librarian trying to carry out plans which she has heard advocated at a library school or in library meetings, plans which may be wise if undertaken by the right person, but which are keenly resented by her public. There is in too many library activities a zeal without knowledge, an enthusiasm lacking the saving grace of common sense. In some emergencies a knowledge of human nature and a feeling

Librarians and assistants—Continued.

for the fitness of things, which might be called a sixth sense, is of more value than a college education. . . . A well rounded institution is the ideal to be striven for, but in a real sense it is true, and being true it needs to be emphasized, that the one thing needful in a library is the right librarian."

Salaries of assistant librarians. W. C. B. Sayers. *Lib. Assn. Rec.* 11: 207-9. My. '09.

Mr. Sayers gives statistical proof that there are only 624 positions in British libraries that pay enough to enable a librarian to live respectably.

To a would-be librarian. A. McEnery. *Lib. J.* 34: 331-2. Jl. '09.

A humorous address to a prospective library worker.

Libraries.

See also Branch libraries; College libraries; Commercial libraries; Scientific libraries; Small libraries.

In the library; poem. B. Gray. *Harp. W.* 53: 17. My. 15, '09.

Library as a holiday bureau. H. Dixon. *Lib. World.* 11: 480-1. Je. '09.

Library in the 30th century. *Life.* 53: 865-6. Je. 17, '09.

Public library in political theory and in practice. F. C. Hicks. *Lib. J.* 34: 197-9. My. '09.

The conclusions reached are:—"(1) The public library is justified in political science under the common welfare theory, a theory which at the present time finds greatest favor in the minds of publicists. (2) Its political function is to raise the plane of citizenship so that liberty and democracy may not live in the fear of dissolution. (3) Already, an effective agent of good government, it should be adequately supported from the public funds in order that its full force may be realized."

Chile.

National library and library progress in Chile. M. M. Snushall. *Pub. Lib.* 14: 174-6. My. '09.

The National library of Chile is one of the best in South America, though behind the times when compared with European national libraries. There are 130,000 volumes divided among the reference, circulating, and old book and manuscript departments. Methods of classification and cataloging are crude, inadequate and incomplete. Most of the libraries in the Chilean capital are open to the public. Chile, although isolated, is progressive, and it is expected that her libraries will share in the general improvement.

Cuba.

Revista de la Biblioteca Nacional. Publicación mensual dirigida por Dorringo Figarola-Caneda. 1: nos. 1-2. Ja.-F., '09.

Through the generosity of Señora Pilar Arango de Müller, the Biblioteca Nacional de Cuba, situated at Havana, is enabled to begin the publication of a monthly periodical devoted to bibliography and library economy. The scope of the periodical is to include all subjects relating to the condition and progress of the Biblioteca Nacional; indexing certain periodicals among which are *Memorias de la Sociedad Económica de Amigos del País*, *Revista Bimestre Cubana*, *Revista de Cuba* y *Revista Cubana*; the publication of historical manuscripts, portraits, facsimiles, etc.; reviews of books, and lists of those recently received. The first issue contains two numbers in one cover. The typography, paper and arrangement are excellent. The plates are

not so good. The first installment of manuscripts consists of 11 letters of Jose de la Luz y Caballero written in the years 1831-1833. There is a portrait of the author. More letters are to appear in the next issue. An article on the preservation of national monuments, etc., and the desirability of having a national museum follows. A portrait and biographical sketch of Dr. Ramón Meza, recently appointed Secretary of public instruction and fine arts, follow, with a list of his works. An unusual feature is a list of funeral announcements contained in the *Biblioteca Nacional*. Finally, there are book reviews, 'Necrologia,' and 'Polibiblion,' the last mentioned consisting of items concerning libraries throughout the world. If the *Revista* is able to maintain the high standard set in its first issue, the library world is to be congratulated on this addition to its professional literature. F. C. Hicks. *Library Journal*.

England.

Library as a municipal institution. R. Yates. *Lib. Assn. Rec.* 11: 279-83. Je. '09.

Municipal library and its public. J. Ballinger. *Library. n.s.* 10: 188-200. Ap. '09.

Notable libraries; Bournemouth. *il. Lib. World.* 11: 463-6. Je. '09.

Notable libraries; Eastbourne. *il. Lib. World.* 12: 19-22. Jl. '09.

Notable libraries; Gravesend. *il. Lib. World.* 11: 383-6. Ap. '09.

Notable libraries; Hove. *il. Lib. World.* 11: 423-7. My. '09.

Public libraries in England. G. Valensin. *Rivista d. Biblio.* 19: 137-52. S. '09.

This paper, presented at the first Italian congress of public libraries, is comprehensive and remarkably clear. The latter feature is helped by topical arrangement and by most-excellent make-up and typography.

France.

Public libraries in France. A. Pons. *Rivista d. Biblio.* 20: 1-6. Ja. '09.

Germany.

German public libraries. T. E. Maw. *Lib. World.* 11: 365-7. Ap. '09.

Free libraries were originally connected with churches and schools. "The first of the modern free libraries was opened in 1828, at Grossenhain. At first known as a School library, the name was changed to 'Town library,' five years later. The library was open only on Sunday afternoons, yet there was an annual issue of 1,000 books for home reading. In 1828 the Saxon Economic association, in a somewhat faint-hearted fashion, established small village libraries with books on agriculture." In 1841 a society whose object was the provision of science lectures and public libraries was formed. "A small charge was made for admission to the lectures and the professors giving their services, the proceeds were devoted to the founding of public libraries in Berlin. In addition to the contribution of the association, the city made a small grant in aid. . . . At first there were no reading rooms, but since the establishment of public reading rooms in 1896 by the Ethical society, twelve municipal reading rooms have been provided. As late as 1896 the hours of opening were only two hours a day, three times a week, yet in spite of this absurd limitation the movement has gone ahead. . . . The modern public library movement, based on the English and American systems, may be said to date from the nineties, and even from the principles advocated by Dr. Nürrenberg and Prof. Reyer in 1899."

Libraries—Germany—Continued.

Public libraries in Germany. G. Maire.
Rivista d. Biblio. 20: 6-11. Ja. '09.

Italy.

Fees for the use of library books? G. Biagi. Rivista d. Biblio. 19: 119-24. Jl. '08.

It has been proposed that a small admittance fee be exacted by the national libraries to provide needed funds. But these libraries were intended by their benevolent founders to render a public not a private service. One who frequents a library may, without the help of a teacher, become a Pico della Mirandola or a Thomas Alva Edison.

Japan.

Public library in Japan. T. Sano. Pub. Lib. 14: 214-5. Je. '09.

The number of public libraries in Japan has increased from 100 in 1904 to 213 at the beginning of 1909. In 1899 prefectures, counties, cities, towns or villages were authorized to establish and maintain public libraries. In 1900 the department of education distributed a handbook on library economy, and the minister of education instructed the governors of the several prefectures to encourage the establishment of libraries. In 1908 the education department held a summer school in Tokyo, lectures being given on library economy and library buildings. The library at Yamaguchi is a typical public library of moderate size. There is a general reading room, a ladies' room, a periodical room and a children's corner. The general reading room contains 5,000 volumes on open shelves. No volumes of any importance are missing from these shelves since the open shelf plan was adopted two years ago. The plan is to be extended to the stack room for advanced readers. Bulletins of additions are issued. Every person above 20 years of age living within the prefecture and paying prefectural taxes may become a borrower. While the library has no control over other libraries in the prefecture, it sends out travelling libraries to them and to schools and county offices, and the librarian makes helpful visits of inspection. The travelling library system is planned directly after that of New York state.

Norway.

Modern library movement. M. Larsen.
For Folke-og Barneboksamlinger. 3: 1-4. Mr. '09.

Public libraries in Norway. H. Nyhuus.
Rivista d. Biblio. 19: 168-73. S. '08.

United States.

American and European libraries. Lib. World. 11: 371-4. Ap. '09.

Another American apologist. Lib. World. 11: 405-8. My. '09.

Book matters at home and abroad. E. C. Richardson. Lib. J. 34: 200-5. My. '09.

A reply to English criticisms of American libraries.

Founding of the South Side library. Milwaukee, Wisconsin. G. C. Nuesse. 24p. '09.

Handbook of Texas libraries. 2: 1-38. '08.
Texas library association.

Histories of libraries in North Dakota. il. 49-70. Biennial report of the North Dakota Pub. Lib. Comm., 1908.

Indiana's first library at Vincennes. H. Ellis. Biennial rept., Public library commission, Indiana. 1906-8. p. 48-53.

Queens borough public library: a sketch of its development. J. F. Hume. Lib. J. 34: 209-14. My. '09.

The Queensborough public library is a consolidation of a number of established libraries into a system of branches.

Statistics of public, society, and school libraries. (U. S. Bur. of educ. Bull., 1909, no. 5.) O. 215p. pa. '09. U. S. Bureau of educ.

Wales.

National library of Wales. Lib. J. 34: 308. Jl. '09.

The National library of Wales was granted a royal charter in 1907. The valuable collections of Sir John Williams form the basis of this library. Many rare books and manuscripts relating to Wales and the Celtic languages are among these. The library will be housed at Aberystwyth.

Libraries, Use of, by the public.

Common sense in library matters. L: N. Wilson. Pub. Lib. 14: 168-73. My. '09.

A series of questions sent to 2,000 patrons of libraries asking for suggestions and criticisms on existing rules and regulations of libraries, and related topics brought over 1,500 replies. Many criticised the undue expenditure of money on ornate buildings when simpler buildings with more books would have served better. Faults in lighting and ventilation were found in many places. A rule that prevented the turning on of lights before a scheduled time on dark days was mentioned by a student. Access to shelves was asked for by most of the replies. Attempts to force readers to abandon fiction for more serious reading were objected to. Reserve privileges for duplicated books were said to hamper patrons.

Libraries and schools.

Co-operation with the elementary schools.

E. A. Baker. Lib. Assn. Rec. 11: 145-7. Ap. '09.

Objection is made to the proposal that borough councils should purchase books to add to the collections provided by the London county councils. "The system of school libraries is entirely financed by the education authority, the library authority simply providing expert advice and the services of the staff in organising the libraries, which are managed by the sub-committee representing both the education and the libraries committee. The circulation of books among the children is supervised by the teachers, who report periodically to the chief librarian. Many instances could be called to mind where the education authority not only defrays all expenses of cooperation between the municipal library and the elementary schools, but contributes sums of money to the general library fund, in acknowledgement of the use made by school teachers and secondary students of the public reference library." Admitting the desirability of cooperation between libraries and schools, it is thought wise for librarians to protect their limited funds from possible encroachment of the schools.

Library work in the schools. M. R. Hovey.
Vermont Lib. Com. Bull. 5: 4-5. Je. '09.

Public libraries and libraries in schools: contributed from various libraries. Lib. J. 34: 145-53. Ap. '09.

Notes on this article are given under the heading School libraries.

Libraries and schools—Continued.

Public libraries and public schools. R. Blair. Lib. Assn. Rec. 11: 195-7. Ap. '09.
An outline of the work being done and in contemplation in London and other English libraries.

Recent development in library work amongst the young. W. A. Briscoe. Lib. Assn. Rec. 11: 264-7. Je. '09.

Value of the study of reference work in public schools. H. R. Mead. Pub. Lib. 14: 258-9. Jl. '09.

Libraries as social centers.

Social opportunity of the public library. E. L. Adams. Pub. Lib. 14: 247-9. Jl. '09.

The librarian, the educator and the social worker should join forces for social betterment. The librarian should "apply the same organizing ability to cooperation with other social workers that he has shown in the development of work with schools. Social workers should address library conferences and librarians, social conferences. There should be committees in state and national library associations to consider ways and means of forwarding cooperation with similar associations and social workers." The individual librarian should attend popular meetings, debating clubs, workmen's clubs. The library should be stocked up with fresh sociological material—books, periodicals, pamphlets, clippings, society proceedings and pictures. Large libraries could profitably employ research workers or statisticians. Such a worker would "find out what the library is actually doing, at what cost each department is maintained . . . and whether the cost is justified by results. The prevailing occupations, religions, and customs of the foreign population should be studied. Branch librarians should know the extent of anarchism and the active propaganda of socialism in their districts. As a welfare worker the statistician might investigate the causes of so many breakdowns among library workers. In one large library in 18 months, 79, almost 19 per cent, of the staff resigned, and 42 were given indefinite leave of absence. A social supervisor for branch libraries who would get in touch with the social activities of each district and aid in making the branches social centers would help. Cooperation with settlements and the district secretary of the Charity organization society are possibilities. Social bibliography should be made a specialty in the library.

Library architecture. See Buildings.**Library associations and clubs.**

Library staff guilds and meetings. W. C. B. Sayers. Lib. Assn. Rec. 11: 175-8. Ap. '09.

Staff guilds are organized for the mutual improvement of members of the staff. They endeavor to be preliminary or auxiliary to the courses of training indicated by the Library association. Liverpool and Glasgow libraries had such guilds, and the movement has now spread to London libraries. No demand is made upon the chief librarian except for countenance and sympathy. The meetings are generally held before and after library hours. At Stepney, however, library lectures have been given in the forenoon. The Poplar libraries committee has allowed assistants eight hours a week to devote to professional study under the direction of the librarian. At Islington and Croydon "classes are given by the senior members of the staff in the various branches of library administration, reading circles are held in English literature, and discussion meetings on the lines of those held by larger professional associations take place monthly. Besides this, Croydon has cricket, rambling and camera clubs, and Islington has tennis and swimming clubs. The recreation clubs come principally into use, of course, during

the summer months and are not the least excellent part of the work. The proceedings of the Islington debating meetings may be read in the current issues of the Library world, and the Club also publishes a duplicated typewritten year-book, containing its rules, a list of its members, and meetings, and two particularly interesting features, the first a list of typical libraries easily accessible from Islington which the members are recommended to visit in order to learn the features of various library systems, the second a list of professional text-books owned not only by the libraries themselves but by the individual members, which books the members, by a most commendable spirit of co-operation, are willing to place at the disposal of all. The Croydon Guild publishes frequent circulars of information, and a far more ambitious thing in the shape of an eighteen-page quarterly staff magazine, the edition of which is fifty copies. In this magazine are published records of the activities of the Guild, brief original articles on method, the social news of the Guild, and library reminiscences. This magazine, I venture to think, is quite unique. All these activities involve very little expense. At Islington there is a small annual subscription of about eighteenpence. At Croydon there is no annual subscription to the Guild itself, but a charge of one shilling for juniors and eightpence for seniors yearly is made for the magazine, and there are special small subscriptions, smaller in the case of junior assistants and larger in the case of senior assistants, to the cricket club. Every member of the library staff is ipso facto a member of the Guild, and it is intended that this membership shall continue as long as the members remain in the profession. Hence these Guilds are not only a means of present education, an incentive to good fellowship, and the means of drawing out whatever originality an assistant may possess, but are also a means of linking together past and present colleagues."

Library commissions.

League of library commissions year-book, 1908. Comp. by C. F. Baldwin. D. 85p. n. p. '08. League of library commissions.

State supervision in Texas. P. T. Windsor. Pub. Lib. 14: 181-2. My. '09.

The Texas library and historical commission is to consist of five members—the superintendent of public instruction, the professor in charge of the school of history in the University of Texas, and three persons to be appointed by the governor. The commission elects a state librarian who will act as its secretary. It has the usual duties and powers of a library commission with reference to library extension, except the management of travelling libraries, and is to collect material on Texas history with power to publish, to preserve and index the state archives, to carry on legislative reference work and to make a biennial report on the condition of libraries in the state.

Library exhibits. See Exhibits of libraries.**Library extension.**

See also County extension; Travelling libraries.

How one library serves the townspeople. M. L. Congdon. Vermont Lib. Com. Bull. 5: 3-4. Je. '09.

The Gilbert Hart library, Wallingford, Vermont, is a township library. Books are sent to various outlying points and circulated by local librarians after the manner of travelling libraries.

Library legislation. See Legislation.**Library methods.**

See also Business, Library methods in.

Library methods—Continued.

Inefficiently-developed points in library practice. A. R. Corns. Lib. Assn. Rec. 11: 257-63. Je. '09.

"One cannot help but notice in some of our public libraries a tendency to yield too much to the popular taste in reading. Popular books are purchased in profusion, but the great books, the books of all times, the aristocrats of literature, are too often absent. The great danger of what we know as 'popular books' is the contentment they engender: the public find them easy of grasp, necessitating no great call on the mind, with the result that the desire for books of a higher standard almost entirely dwindles away. . . . What I urge now is that the 'popular books' should not be provided in such numbers as to deaden the desires of the borrowers for books of worth and value. . . . In my opinion it is not for libraries slavishly to follow the public taste, it is theirs to create, stimulate and satisfy." Failure to make the resources of the library known to the public explains why many worthy books remain on the shelves. The catalog should bring out the contents of the books and periodicals minutely.

Junior work of classification. V. A. Aitken. Lib. Assn. 6: 330-3. My. '09.

A discussion of the use the class number is put to, the various places where it is entered, the arrangement of guides on the shelves, placing of classification indexes and catalogs, with suggestions to library assistants on studying the operation of the classification.

Library economy in the sixteenth century. W. R. B. Prideaux. bibliog. il. Lib. Assn. Rec. 11: 152-74. Ap. '09.

An extended, scholarly account of mediaeval libraries and their methods.

Methods of getting non-fiction read. J. M. Drake. Wis. Lib. Bull. 5: 1-5. Ja. '09.

The librarian should read as many books as possible and get at least one person outside the library to do so. New books should be shown to patrons according to their several special interests. Men who come to the library to read newspapers would read books on live topics if they knew they were available. Call their attention to the Congressional records and the bills that are presented to the legislature. Ask the judgment of the man who is interested in a subject what books to buy on that subject. Talk with people outside the library and notice what subjects they are interested in, and ask them if they know what the library has on that subject. If they do not come in soon, mail them lists of the books, or telephone. Attend public meetings to find out what people are thinking about. Note the attendants at the meetings. See that the people are pleased when they come to the library. Never let anyone go away dissatisfied. If you lack the material desired, buy or borrow it at once. Recognize new faces and show strangers how to find things in the library. Have the best possible assistant at the loan desk. Lend to students or interested persons as many non-fiction books at a time as you can spare. Print lists of new books and books on timely subjects in the newspaper. If possible have such lists annotated. Get reprints of these lists from the newspapers for distribution at the library. Print lists on bookmarks and on merchants' advertising cards. Mail lists of books to specially interested people, post them on bulletin boards at the library, and in the school buildings, put books on display shelves, have exhibits and lectures. Put lists of books on allied subjects in the books.

Suggestions to a library board. Lib. Occurrent. 2: 52-3. Mr. '09.

"In some cities a successful plan is carried out by which deposit stations greatly supplement the work of the library when the library building is too distant from certain sections of the city for convenient use. For instance, in

several of the larger cities, where the library is removed from the business center, some department stores doubtless would be only too glad to provide space for a library deposit station. People could leave word at this deposit station for books they wished to read and on the following day or soon afterwards, books requested could be sent from the library to the station. Usually the proprietor of the store will be glad to deliver these books to the houses of applicants when goods are delivered, for such service is of benefit to the store as well as an accommodation to readers." The library should be well advertised by means of lists printed in the newspapers, exhibitions, etc. The librarian should keep in touch with the Y. M. C. A. where night classes of young men are conducted. During the summer books may be bought that will help the students in these classes the next winter. Lists of books on various trades and industries may be sent to men employed at skilled labor, and posted in factories, union halls, etc. Work with schools should take the form of graded, annotated lists, bulletins for special subjects or days, exhibits at the library, instruction in the use of the library, talks in the schools by the librarian, special loans to schools and special inducements and privileges to teachers. The children's room and the story hour are valuable features of work with children.

Library of congress.

Nation's great library. H. Putnam. il. National M. 30: 141-8. My. '09.

Library training.

Course of study for normal school pupils on the use of a library. M. L. Gilson. 62p. 75c. '09. Elm Tree press, Woodstock, Vermont.

An outline of the course planned for the Newark public library. Twelve lessons with practice work, forms, etc., are described in detail. The lessons take up the relation between library and the schools, classification and arrangement of books, the catalog, the parts of a book, magazine indexes, reference books, United States, state and city publications, book selection and bookbuying, investigating a subject in a library, children's books and reading, discussion of a few typical children's books, and children's reference work.

How may the use of books and library catalogs be made a subject of study in normal schools? A. F. Liveright. Lib. J. 34: 160-2. Ap. '09.

"Assuming that a love for reading the best books has been acquired in the elementary and high schools, the normal school course, in addition to instructing students in the use of reference books to assist them in their own work, should inculcate in the pupil teacher a deep responsibility in leading children to choose the best books. It should also include elementary instruction in library economy, as the majority, in their profession of teaching, must add the duties of class librarian to the regular school routine. Every normal school should possess a carefully selected library whose librarian should be a member of the faculty. . . . one who should be able to impart both knowledge and enthusiasm for books and be able to supplement classroom instruction with library investigation." Many western normal schools give such instruction. "It is not necessary that a teacher should have technical knowledge of library economy such as the professional librarian requires. Give the normal graduate a working knowledge of the main points of modern library methods, of reference books, of children's reading. . . . In connection with each branch of study, the teacher should give the bibliography of each branch of the subject leading to research in both the school and public library. The course in children's reading might be given in connection with the English department. "The librarian should give instruction in the use of reference books, above all empha-

Library methods—Continued.

sizing the resources of the English dictionary. I find that the varied information contained in the dictionary is a constant source of astonishment to pupils. She should give instruction in classification, book numbers, cataloging, simple charging systems, the make-up of books (index, preface, etc.), the care of books, the care and use of lantern slides, a great educational factor which I would like to see included in public library loans. She should give instruction in the arrangement of the library catalog and its use, the order of books on the shelves, and acquaint them with the library facilities of the community. She might accompany the class in sections to the public library, where the arrangement of the various departments could be explained. Much of this can be done in the form of lectures, but sufficient practice work to elucidate the lectures should be required. An occasional talk by one of the local librarians would be helpful and stimulating."

Methods of training in one library school.

M. E. Hazeltine. Lib. J. 34: 253-6. Je. '09.

"The Wisconsin Library School built its superstructure on three essential principles: First, that books should be made the pivot on which should turn all the courses of the curriculum. This most not be lost sight of when teaching so-called technical courses, such as accessioning, shelving, classification, cataloging, and the making of various records; rather the teaching should emphasize that books were thus technically treated, simply that they might be made more quickly available to people in their need, and that necessary reports might be made to the people on the expenditure of their money and the use and care of their property. Second, that libraries are established for the people, and they must be the first consideration in all library work. Therefore, the ways of serving them, of arousing their interest in their own estate, of gaining and keeping their confidence, from children to grandparents, and of providing for the sturdy growth of the community, with books on mechanics and technology, sociology and political science, religion, science, and history, as well as for its culture with books of travel, art, literature, and biography, and for its recreation with fiction—all these points of view should be continually emphasized and not only directly taught but correlated with other courses. Third, that practical application of all theoretical teaching should be the vital principle in technical training." The main technical courses are begun in the first semester, as well as some of the bibliographic courses. Apprenticeship hours are devoted to the local public library. Field practice in various public libraries of Wisconsin occupies two months at the beginning of the second semester. During the final part of the year bibliographic and technical courses are completed, and courses in administration given. The short courses in minor items of technique are so planned as to eliminate duplication of instruction in overlapping details. Careful attention to correlation makes it possible to condense into a year's work much that might reasonably take a longer time. Cataloging and classification are taught simultaneously. Lectures by library workers from other states inspire and widen the horizon of the student. The faculty of Wisconsin university give instruction in the valuation of books on various special subjects. By arrangement with the university it is possible for an exceptional student to graduate from the university and to complete the library course as part of university work during the four collegiate years. The field practice gives actual experience. Wisconsin is so wide and varied in its library problems that the needs of individual students can be easily met. When they return from field work, the students confer and compare experiences. Selected and annotated bibliographies are required for graduation.

Lighting.

Electric lighting in libraries. Wis. Lib. Bull. 5: 17-20. Mr. '09.

Overhead lighting is recommended, as table lights are more expensive. The tungsten lamp with a white ball or holoplane glass with a ground glass or opalescent bulb, or a holoplane globe is recommended. This lamp is a saver of expense for current and is being perfected so that it is not so fragile as formerly. The average life of the multiple tungsten lamp can probably be taken at 1,000 hours. The Public service commissioner of New York city reports: "For the same candle power the tungsten lamp consumes four-tenths as much current as the most efficient carbon filament lamp, and nearly one-quarter as much as many lamps that are in ordinary use. The estimated life of the tungsten lamp is over twice that of the most efficient carbon lamp. The bulb of the tungsten lamp does not blaze like the carbon lamp, neither does its candle power decrease as rapidly toward the end of its life, nor the amount of current consumed in order to maintain its standard of efficiency increase. The tungsten lamp costs from four to six times what the carbon filament lamps cost, but the saving in the amount of current is so great that there is a large net gain to the consumer."

Library book-stacks without daylight. W:

W. Keen. Science, n.s. 29: 973-4. Je. 18, '09.

The "ideal book-stack should be built with solid brick walls without any openings of any kind, and even in the roof there should be no skylight and no openings except for the chimneys and ventilation. Artificial light could be turned on and off at will and would provide amply and inexpensively for the light. Forced ventilation would keep the air pure." This method would have the following advantages: "A wall of solid brick is much cheaper than one with openings for windows, which must be filled with expensive wire glass, to which must be added the cost of iron shutters, with some automatic device for their closure; it is a much better protection against fire; it excludes all dust; the book-stacks can be placed in the stack-room at any distance; farther apart or nearer together, as required, irrespective of their relation to daylight through the windows. . . . The temperature of the room will be equable, the internal heat being retained in the winter, and the external heat being excluded in the summer."

New lamps for old. E. A. Baker. Lib. Assn. Rec. 11: 149-51. Ap. '09.

Tungsten filament lamps effect a great saving in current. Where it is possible to introduce transformers and reduce voltage, clusters of lamps of low candle power give good results. The Tungsten filaments may not be as durable as the carbon lamps "but the extra cost of renewals is negligible compared with the immense saving in cost of current."

Loan department.

Active library membership: a suggestion.

C. Recht. Lib. J. 34: 263-4. Je. '09.

Libraries that do not systematically re-register borrowers carry a burden of "dead" membership upon their records. It is suggested that an automatic stamp used once on each card that is presented by a borrower during a year will indicate the annual live membership.

Bespoken file. R. Wright. Croydon Crank. 1: 62-3. Jl. '08.

Local collections.

Classification of local collections. L. S. Jast. Croydon Crank. 2: 24-7. Ap. '09.

A topographical scheme must first be worked out and topical subdivisions added.

Magazines. See **Periodicals.**

Medical libraries.

Medical literature in public libraries. C. E. Black. Pub. Lib. 14: 180. My. '09.

Museums.

Newer education. H: E. Rood. il. Harp. W. 53: 16-7. Ap. 17, '09.

School children of New York and Brooklyn receive systematic instruction at the Children's museum and the American museum of natural history. The Children's museum contains a library.

Normal schools. See **Library training.**

Pamphlets.

Arranging pamphlets. J. M. Cochrane. Pub. Lib. 14: 254-5. Jl. '09.

After trial of various unsatisfactory methods of treating pamphlets, the Maine state library decided to arrange the pamphlets belonging to a subject in cases at the end of the arrangement of books in the class. Each pamphlet carries its full call number with a note of the number of the case, and the catalog card bears the same information. All pamphlets are fully cataloged.

Periodicals.

Checking and filing of periodicals. H. Kraus. Croydon Crank. 1: 58-9. Jl. '08.

Current literature references on public utilities, etc: construction, operation, finance for the year 1908. 168p. Library of Stone and Webster.

Notes on this article are given under the heading **Technical literature.**

Magazine campaign. A. D. Dickinson. Pub. Lib. 14: 215-6. Je. '09.

An account of how one library secured during house cleaning time 161 volumes of indexed magazines and 150 volumes of duplicates. These 161 volumes were put into home made bindings at a cost of \$19.35. The process of binding is minutely described.

Magazine editors. M. G. Wyer. Pub. Lib. 14: 212-3. Je. '09.

"The editors of some of the more important of our American general periodicals are here given. It often is of interest to know who edits some magazine, or who the editor was at a certain time or period; and many times such information is difficult to find on short notice. The present list is complete for only a few of the magazines, but it is thought to be accurate in all cases. Citation is given, whenever it has been possible to magazine articles that have sketches or portraits of the editors."

Newspapers as historical sources. J. F. Rhodes. Atlan. 103: 650-7. My. '09.

In spite of the tendency of the newspaper to cater to classes, and cults, and parties, files of newspapers are valuable source material for historical students.

Prices of magazines. W: M. Hepburn. Lib. Occurrent. 2: 50-1. Mr. '09.

"List of forty-three popular magazines with the prices at which sets have been offered by reputable dealers within the last three years."

Selection of periodicals. W. K. Vine. Lib. World. 11: 483-4. Je. '09.

"It is time that many of our public libraries were overhauling their periodical lists and selecting better and higher-grade magazines than at present. . . . It is astonishing the amount of rubbishy periodical literature exhibited on the reading room tables of many libraries. Because

anti-tobacco, anti-vivisection, anti-vaccination, and anti-everything else societies send their publications to the library, it follows in almost every case that they are accepted, places found for them on the tables, titles printed, covers ordered, often the magazines are bound (they are usually spotless for binding), and all simply because they are donations! The Library association would be doing a good work by publishing a list of periodicals undesirable or unsuitable for public libraries. This list would include all church and denominational papers, because if a library takes the Church of England magazines, it is reasonable to suppose that the Roman catholic ones would be taken also, and all the other sects would want theirs exhibited."

Picture bulletins.

Making of picture bulletins for use in libraries and schools. Pub. Lib. 14: 237-8. Je. '09.

In a discussion of picture bulletins at a meeting of the New Jersey library association, it was maintained that picture bulletins on the walls, supplemented by poetry, brief descriptive matter and good reading lists have a distinct value. Subjects which are likely to be of permanent interest and which yield themselves to representation in pictures should be selected. Holidays and authors are popular types of subjects. The bulletin should look attractive and be readable, and whatever is offered as reading should be worth while. Exchange of picture bulletins among libraries was advocated. Further discussion brought out an opposing opinion from a librarian who said that "when she left the library school she was filled with enthusiasm for picture bulletins, but after a long series of experiments has come to the conclusion that their chief benefits are for those who make them, and not for those who see them."

Although efforts in this direction have met with more or less success, the interest never seemed equal to the time, labor and money spent in the preparation of bulletins. Much has been said that picture bulletins are useful or practical only in so far as they create a demand for certain books on holidays and other events equally well known. It is hardly necessary to create a demand, it usually exists in larger proportions than we are able to cope with. The difficulty is to find enough books to satisfy the demand."

Pictures.

Pictures in libraries. A. M. Beckley. Cal. Lib. Assn. Handbook and proceedings. p. 54-7. '09.

"The library, through the picture collections and the art books, must emphasize what the schools are teaching. However intelligent and enthusiastic the teachers of drawing may be, it is possible to place a serious handicap on their work by a selection of pictures for schoolrooms and for the libraries over which they have no control. 'Pharaoh's horses,' 'Can't you talk?' 'A Madonna of the streets,' stare at you from the walls of unfortunately many of our schoolrooms, wretched portraits of Lincoln were disseminated during the centenary, pictures without the slightest value beyond being faint images of the great President. Teachers who know nothing of the artistic value of pictures should be restrained in the selection of those that are to decorate their children's rooms; and librarians must know, especially if they are limited in their expenditure, what to select and why. If the teacher or librarian does not know why a picture is good or bad, he should consult seriously with those who do know before attempting to purchase."

Reading.

See also **Book lists.**

Catholic literature in public libraries. W: S. Merrill. Cath. World. 89: 500-7. Jl. '09.

Catholics should make more use of the pub-

Reading—Continued.

lic library by "preparing privately or by cooperation, lists of the Catholic books in each local library; by drawing these books for home reading; and by recommending the purchase of others by the library."

Personal contact through the catalog. J. A. Lowe. Lib. J. 34: 265. Je. '09.

Since personal work with individual readers in the direction of their taste to better reading is not possible to the extent that it should be, much may be done with guide cards in the catalog. Such a card following the entries for an inferior author might suggest that if the reader likes that author he would do well to read the books of a certain other author. Guide cards might be used to direct readers to authors having similar characteristics.

Reading for invalids. M. T. Wheeler. N. Y. Libraries. 1: 203-6. Ap. '09.

"The aim has been to include in this brief list only what may be safely recommended for general use as free from the depressing, morbid, overemotional, or overexciting, and as having some such positive qualities as humor, optimism, spiritually bracing influences, healthy love of nature and human nature, simplicity of style, etc. . . . Notes have been added to make clear the character of the book where title or common knowledge has not done so, and thus make it easy to choose according to taste, and avoid such blunders as giving essays on outdoor life to those who, like Mrs. Fanny Ellison in 'A chance acquaintance,' 'hate nature' and wish only to hear about a prosperous love affair."

Reading maketh a full man; story. A. Knapp. Cent. 78: 94-8. My. '09.

Tells how some cowboys found out what the public library was good for.

What college students read. D. H. Stevens. Outlook. 92: 651-2. Jl. 17, '09.

"The college student of to-day has a wholesome, though misguided, taste, in his general reading. Doubtless a more careful direction of his outside reading during high school years would greatly develop his taste for standard fiction. American college students are clearly deficient in two fields of knowledge that are familiar ground to his English cousins, namely present-day politics and the English Bible. A similar inquiry in English schools would scarcely reveal any such ignorance of biography as appears in this specific case. The lack of interest in biography, as well as other faulty habits in reading, might easily be remedied by the suggestive directions of high school and college instructors. It is a matter worthy of attention. The acquirement of a correct taste in reading is a large part of a liberal education, particularly in an age when reading is an almost universal habit. There are many evidences of poor taste in reading throughout America. The mass is unwieldy and the process of improvement slow. But there is a very definite work, and one that will greatly elevate the general taste for profitable reading, to be done in our colleges and universities."

Reference books.

Additional books for reference use. M. G. Wyer. Ia. Lib. Q. 6: 2-4. Ja. '09.

Reference work.

Information bureaux in libraries. Lib. Asst. 6: 341-2. My. '09.

The development of a ready reference desk, equipped with guides, directories, annuals, indexes and a telephone after the manner of development in American libraries is advocated. "The assistant at the bureau must have a knowledge of bibliographies, indexes, encyclopaedias, gazetteers and dictionaries far beyond that possessed by the average British library assistant. He must also be conversant with the values of the various maps and similar diagrammatic matter published. The indexing of portraits,

the illustrations in notable books, fugitive bibliographies which accompany most modern books, the contents of composite books and similar things should be readily in his mind."

Registration. See Loan department.

Registration of librarians.

Current views on registration. J. D. Brown. Lib. Assn. Rec. 11: 203-4. Ap. '09.

Library association examinations. Lib. World. 11: 387-8. Ap. '09.

Registration of English librarians. T. W. Koch. Lib. J. 34: 217-9. My. '09.

The details of the adoption of a resolution favoring registration of librarians, passed by the English Library association are here given. This registration is designed to serve as a substitute for the library school diplomas of the United States. It is also a classification of members of the Library association.

Rent collections.

Libraries in bookstores. A. H. Smythe. Lib. J. 34: 266-9. Je. '09.

Reserve books. See Loan department.

School libraries.

Class-room libraries for public schools listed by grades, to which is added a list of books suggested for school reference libraries. 166p. 25c. '09. Buffalo public library, Buffalo, N. Y.

The selection of books has been revised during 1908, and books known to be out of print omitted. The "course of study for primary and grammar grades" in use in the Buffalo public schools, and the New York state education department's "Course of study and syllabus for elementary schools" have been "studied with some care to the end that the selection of books for each grade might bear some relation to the studies of the grade." Following the list of books for each grade, lists of required rhymes, fables, myths, stories and poems are given, and in the subject index are found lists of books containing the required reading. A list of books suggested for reference libraries in public schools is appended.

Educating all the people all the time; reading in the most polyglot state in the Union. C. P. Cary. il. Harp. W. 53: 24-5. My. 22, '09.

An account of school and traveling libraries in Wisconsin.

List of books for rural school libraries in the state of Virginia. 62p. '09. Department of public instruction, Richmond, Va.

Public libraries and libraries in schools; contributed from various libraries. Lib. J. 34: 145-53. Ap. '09.

School libraries in New York city are maintained by the Board of education. The intention is to equip every school with a reference library and class room libraries. These libraries contain over 400,000 volumes. A catalog of the books in this Public school library, carefully graded and annotated has been issued. "A library bulletin devoted to the interest of the classroom libraries and containing short bibliographies for teachers' and pupils' use, suggestions for holiday observances, notes on books and reading, current topics, etc., has been issued during the year, and has been one of the most successful features of the year's work. The first number was issued in February. The bulletin is now sent to grammar grade classes only."

School libraries—Continued.

The Board also maintains a reference and pedagogical library for the use of teachers. The New York public library supplements the Public school library by loans of books to schools and classrooms, and to the evening elementary and high schools. It also supplies books to various parochial and private technical schools. It is the opinion of Mr. Boetwick, chief of the circulating department, that it would save duplication of work if the Board of education would use its school library money solely for purchasing reference books, leaving the circulating work to be done through the public library. Similar conditions exist in Brooklyn, where the schools belong to Greater New York while the public library has an identity of its own. High school librarians cooperate with the branch libraries by directing the reading of the pupils and by sending to the libraries lists of topics that interest the pupils. Branch librarians send notices to the high schools of interesting exhibits or lectures to be given at the libraries. The Institute free library, Wilmington, Delaware has a department of schoolroom libraries. Books are distributed among 30 public and parochial schools. Both supplementary and general literature is distributed in this way. Mounted pictures are likewise circulated. The children's librarian visits the schools once a year, giving talks on the uses of the library, and showing attractive books. The work with schools has proved an effective means of reaching the foreign population. The public library of the District of Columbia has made a beginning for a collection of school duplicates, and lends small collections to schools. A reference copy of every book duplicated for the schoolrooms is kept in the office of the children's librarian that teachers may there consult it. The library has done a good deal of school visiting. The school duplicates have been exchanged by use of a motorbicycle with a luggage van. Mr. Bowerman believes it better that school libraries, especially in the grammar grades should be confined to reference and text-books. The circulating work with schools could better be done by the public library. "When the schools are self-sufficient in library matters, the divorce between library and school is so complete that there is reduced likelihood of efforts being made to graduate children from the public school to the public library." Ten grade school and five high school libraries are conducted by the Cleveland public library—the Board of education supplying rooms, heat and light. These libraries are for the general use of their neighborhoods, 32 per cent of the books being drawn for adults. The experience at Cleveland leads to the conclusions that it is unwise to depend upon teachers to conduct school libraries, that a poor or untrained assistant should never be placed in a school library, that no assistant should give her full time to this work since it is done under limitations of time, room and equipment that calls for wide experience, that school libraries should be conducted under the direct supervision of an experienced person, that the adult books should be largely those suitable for young people, that the number of books needed to conduct a school library for a city school of 1,200 pupils is about 1,200 volumes, which should be part of a large floating collection so that they may be exchanged from time to time. In Cincinnati the public library issues to teachers for sub-lending to pupils not more than half as many books as there are pupils in her room. Sometimes the principal takes the books for the entire school. These books are intended for home reading, as supplementary school reading is furnished by the Board of education. At the end of each school year teachers are asked to select the books desired for the coming year. Talks on the use of books and the library are given to the upper grades, and teachers are invited to bring their classes to the library. Small collections of reference books also are lent to the schools. Schoolroom libraries in schools remote from the public library at Evanston, Illinois are maintained by the library. Grand Rapids, Michigan, public library has collections of from 500 to 1,000 books in nearly all the grade school buildings. The

management of these libraries can be made more effective under the control of the public library system. The Free library of Louisville, Kentucky also has deposit stations in the various schools.

Public school libraries; 500 books and how to buy them. Lib. Bul. 1: 1-25. '08. Michigan state normal college, Ypsilanti, Mich.

Use of good books in general education. H. H. Seerley. *il. Harp. W.* 53: 24-5. My. 29, '09.

An account of the school library system of Iowa.

What the librarian may do for the high school. M. E. Hall. *Lib. J.* 34: 154-9. Ap. '09.

High schools are feeling the need of trained librarians to do the work that formerly fell as additional burdens on the shoulders of teachers. In some schools this librarian is rated as an instructor. She should know the course of study and its requirements, and "try to know what special subjects each teacher is teaching and the use which each might make of the library, either in her own preparation for a class or in directing the reading of her pupils. She will not only know the text-books used, but will be interested in the library reading suggested in those text-books and make sure that some of the references are in the school library or can be borrowed from the public library. She will seek the co-operation of principal and teachers from the very first and remember that she is there not as an independent worker, but that in all the directing of the students' reading the teacher has the right of way. She will invite suggestions and be willing to listen to criticisms—what may be of great value in the public library may not be practicable in the school. Let her at all times get the teacher's point of view, either by personal conference with individual teachers or by having the library discussed at the teacher's meeting. Let her read what has been written on high school libraries—the 'School Review,' 'Educational Review,' books on methods of teaching the different subjects. Many of these, such as Macmillan's or Longman's series, have valuable suggestions on the use of the school library and best books on these subjects for the library to buy. Let her read not only articles on the library, but on aims and methods in high school work as a whole." The classification should follow that in use in public libraries, though books may be grouped in department sections. The catalog should be simple, with as much analytical work as is possible. There should be lists and bulletins to bring the resources of the library to the attention of the teachers and pupils. A library reception to the entering class is a pleasant way of introducing students to the school. Instruction should be given in the use of catalogs and books, and the arrangement of books in libraries. Some high schools have well developed courses of library instruction continuing through four years, for which high school credits are given. The use of tables of contents, indexes, Poole's index and the Readers' Guide, the meaning of the abbreviations in use in these books must be explained. Much of this must be work with individual students.

What the library means to the school. U. J. Hoffman. *il. Harp. W.* 53: 24-5. Ap. 24, '09.

An account of school libraries in Illinois.

Scientific libraries.

Course of business and division of labour in scientific libraries, by H. Fuchsel. *Review. Lib. Assn. Rec.* 11: 181-2. Ap. '09.

At present many librarians use up the whole available strength of their staff in carrying out

Scientific libraries—Continued.

subordinate office and registration work. It would be an advantage to obtain a less highly educated type to carry out this work so that the professional staff might devote themselves to more purely professional work. This is being recognised, and a subordinate type of official with special training is gradually being introduced, but for many years yet there will be much mechanical work for librarians to do. Another method is to organise the library not on an official but on a collegiate basis. This has been done with success at the Strasburg Provincial and University Library, and the principle has been recognised in Austria. To maintain unity of management there should be conferences of the officials of all the faculties, and the chief librarian should take the final responsibility for all books purchased. This principle was recognised in some of the Prussian university libraries 100 years ago, but the rise of the professional librarian rather altered the relationship to the teaching staff. The time of the staff was more and more occupied by mechanical processes, especially as the numbers of books acquired and the number of readers increased rapidly. Each library must form a collegiate organisation for its own needs, as the Austrian example cannot be taken as a pattern for all. Second class officials (*Mittelbeamte*) with an education such is laid down in the Prussian regulations might be expected to administer the lending department, the accessioning of the books including the control of the periodicals, the exchange with the binder, the supervision of the reading-room and help with the catalogue. The scientific official would have the entering of the books in the author and subject catalogues, the preparation of the books for the binder, general control of the arrangement, filling up gaps, going through reviews of books, second-hand catalogues, etc. There might be conferences of all the staff to discuss knotty points, and consider suggestions for the purchase of books. At present the higher library work is more and more crushed out by routine work. The giving of ordinary handbooks and books for examinations might be left to porters, and there might be supplementary catalogues of select literature which need not be prepared by each library separately, but a co-operative catalogue with blank leaves for additions might be issued in which might be entered the shelf marks of the books in a particular collection. The public might be asked to fill up the application forms in duplicate so as to save the staff a considerable amount of writing. The more efficiently such methods of lightening labour are carried out, the more abundant will be the help afforded by librarians to the ever-widening demands of scientific research. Library Association Record.

Representation of science and technology in public libraries. E. A. Savage. Lib. World. 12: 1-4. Jl. '09. (to be cont.)

Books rapidly become obsolete, but the library is a school. Its business is to teach. It is therefore necessary that scientific and technical collections be kept up for the student. Only large libraries can maintain these departments for specialists. The student collection should cover the subject broadly, but should embrace books of varying difficulty.

Shelving of books.

Library book-stacks without daylight. W. W. Keen. Science, n.s. 29: 973-4. Je. 18, '09.

See also Buildings.

Small libraries.

How to make a library useful to a small town. S. H. Hulsizer. Lib. J. 34: 257-60. Je. '09.

A small library was being prepared for opening. A newspaper notice brought several ladies and young people to the library to donate their services for mechanical preparation of the books.

This established interest and good feeling and a respect for the library on their part. The workmen who helped convert an old storeroom and its furniture also became interested. Valuable suggestions as to desirable subject matter for the library were received from these men. Application cards were taken to the schools for distribution and a talk given. The children were told how they and their parents might obtain books, and that books in certain foreign languages were available. Priests and mission workers were consulted in the selection of foreign books. The newspapers freely kept people informed as to the progress of work in the library, and afterwards printed its book lists. Library of congress cards were ordered by slips containing author, title, place, copyright, date and publisher, instead of by serial number. After reading a description of the catalog in the newspapers, the people wanted to use it. No book numbers were assigned. A slip accession file served as an index to the shelf list, and vice versa. Book cards were filed by accession numbers. There being no other means by which an adult foreigner could be taught to read English, simple books for the study of English were bought, and the librarian permitted a number of men to come to the library for lessons one hour a day. Teachers were invited to cooperate with the library in sending their pupils for material. Lists of books for schools giving also the Dewey class numbers were printed. According to a schedule, the various classes were brought to the library for instruction in the use of reference books and the catalog. Notice was posted in hotels that strangers might use the library. Non-residents in the country were allowed to borrow books. Much reference work was done by telephone. Subjects of timely interest, both general and local, were made the most of at the library. A peddler of Persian rugs served as an excuse for drawing attention to books on Persia. Librarians in small towns might profitably spend more time in reading and knowing the people and less in making lists and bulletins.

Money making for the smallest libraries.

F. Hobart. N. Y. Libraries. 1: 199-203. Ap. '09.

Very small libraries, with annual incomes from taxation as low as \$15, \$25 or \$50, have raised considerable sums of money for the library in ways described by Miss Hobart. The ladies of one community formed a club to make rugs, using the proceeds of the rug sales to buy and remodel a building. In another a sewing circle helped the library by selling articles and giving entertainments. A bazar on the lawn of the town hall, ice cream served once a week on the porches and lawn of some home, library magazines, debates, the dog tax, appeals through the papers, by posters and circular letter, penny concerts, a carnival, automobile rides, tag day, plays and box suppers are other methods of raising money. "In each case the method or plan for raising funds must be suited to the community, if it is to be a success. On general principles: the following rules may serve as guides: In attempting to raise money for public purposes remember first, that all mankind must eat, secondly, that most of mankind loves to be amused, thirdly, that something new always attracts. And these precepts apply to the poorest and smallest communities as well as to larger and richer ones. In planning to raise money then, one or all of these three should be kept in mind. Other factors of success in raising money, which are often lost sight of, are the usefulness of the library and the personality of the person in charge of it. No town nor townspeople are going to be greatly interested in a library that is of no use to them, that is open but half a day a week, that never gets the right book to the right person, the librarian of which is merely a handler of books and not an attractive personality. Better a good librarian with few books than a poor librarian with many books. Efforts to raise funds in any place, for library purposes, will succeed in proportion to the usefulness of the library and librarian. . . . Another librarian took advantage

Small libraries—Continued.

of the fact so obvious that it is usually overlooked—that as the individuals who vote the appropriation for the library are men, it is men that should be kept interested in and supplied by the library. She said, 'We have bought books for the children and all the nice old ladies; now let's have some for the men.' And she got them, and in a town whose industries are largely manufacturing and which has seen financial depression accordingly, she has always received from the annual meeting of voters whatever she has asked for the library, and without any question or opposition. The library has never had any aid from the state, has 6,000 volumes, with an annual circulation of nearly 41,000, and the town having a population of 3,432, pays \$1,100 annually for its support. This is the ideal way in which money should be raised for the library in any community—by making the library so useful and popular that its voters will be glad to pay for it from municipal funds as they do for their roads and schools. . . . No one can get anything for nothing—all the funds that have been mentioned cost somebody or bodies long and anxious thought, not only mental anxiety, but physical exhaustion. Somebody had to plan, and somebody to execute, somebody gave of his best that others might benefit. No person connected with any of the libraries mentioned has had library school training, many receive no salary at all, some get \$5, \$10 or \$15 a year, one, \$400. Many are women with family cares and home duties. Often the librarian, though a woman, sweeps and cleans the library and tends the stove or furnace, and thus saves funds. One sleeps in the fireless attic of the library and cooks and eats in the basement. All have pluck, common sense and patience and most of them the fine executive ability needed to raise money. Some have, by home study, become proficient in cataloguing and other branches of library science. One woman had begun to recatalogue her library, but was thrown from a carriage and her hip broken. Without delay she had books wheeled from the library to her house in a barrow and went on cataloguing till she was able to be out."

Next step for the small library. Ia. Lib.

Q. 6: 1-2. Je. '09.

Trustees should provide an understudy for the librarian—some one who may serve as occasional help when the librarian is unable to be on duty, and who may be ready to take up the work if the librarian resigns. Moreover, a librarian should have opportunity to mingle with the people in their evening gatherings, and to attend library meetings.

Social centers, Libraries as. See Libraries as social centers.

Staff meetings.

Necessity of staff meetings. M. L. Davis.

Lib. J. 34: 299-301. Jl.; F. L. Rathbone.

Lib. J. 34: 301-4. Jl. '09.

Distinction should be made between a staff meeting and a library class. The former is a family gathering to talk over family matters, make announcements, and promote esprit de corps. The latter is limited to systematic instruction which cannot successfully be given in the brief periods devoted to general staff meetings. "The librarian is often aided in forming plans, or making decisions, by the suggestions received at these meetings. He gets the benefit of different viewpoints on new undertakings, and hears commendation and unfavorable criticism of the work in hand. It is an opportunity of judging the individual, her quickness of comprehension, resourcefulness, interest in the work, and sympathy—an occasion when things difficult, or impossible, for the librarian to say to the individual may be said to the staff in general. It is also an opportunity to learn of unsuspected lacks and misinterpretations of all kinds, and to see his library and its workings as 'others see it,' not only those working in it, but those who patronize it—for comments and criticisms of all sorts come floating in over the loan desk, or are called forth by the catalog or some assistant's

quickness, or slowness, which would never be formally made to the librarian. And as we know that harsh criticism of all kinds is oftentimes occasioned by lack of understanding, what better way to fortify our libraries against the adverse criticism sure to be made than by having all those who work in them familiar with the aims of those who are shaping their development, and also, so far as prudence permits, with the aids and hindrances in carrying out those ideas?" At the staff meeting the methods of other libraries may be compared, important news from the library world brought to the attention, and general policies outlined by the librarian. Miss Davis would have the discussion of books and periodicals carried on in library classes. In carrying on staff meetings and library class many questions arise as to frequency of meetings, whether they should be held in or out of library hours, whether attendance should be obligatory, and preparation for reports to be given at such meetings made in library time.

Miss Rathbone says—"In the successful open shelf library every assistant must be the librarian in embryo. She must express the librarian's spirit, and the library's policy. She cannot do this without being in touch with the librarian, nor can she be more than a routine assistant unless she is given opportunity to think for herself. Assistants do think for themselves, but for want of being asked what they think they lose interest and become mere machines. . . . The first requisite of a staff meeting such as we have used, and which I have been asked to describe, is that it occur as an essential part of each week's work. We never make a change without first discussing it with the whole staff. We often wait a week to think over all its disadvantages and discuss it again before inaugurating it. If, on trial, it fails, we drop it. I usually discuss any proposed line of work with the staff previous to bringing it before the directors. When it is clearly threshed out with the staff I know the line that I wish to suggest and then tell the directors about it. Of course this only applies to matters of library development, such as a plan for allowing more books to a borrower, the vacation plan, reasons for having the library open longer hours, etc." Staff meetings should be open to apprentices as well as to the staff. For a large library, the heads of departments should meet the librarian once a week. The whole staff of a small library may meet weekly. "Three lines of thought should pervade the staff meetings in order to bring about the largest practical results. 1. There should be the desire on the part of the librarian to share with the staff all of the plans for the library's growth in regard to the spirit, the policy, the attitude towards the community. This part of the staff meeting should provoke a 'give and take' discussion of work outlined for the future. . . . 2. There should be a frank discussion of any proposed change of details or rules or methods. If the librarian makes a change without first asking the effect of it in relation to every department, she will find herself doing many unwise things. Or, if she, unadvised, tries to think out all of the difficulties, she will have consumed much more time than if she had let those most closely in touch with details present the weak points, and she will have lost to the staff this opportunity for growth. . . . 3. There should be some sort of study course carried on. This part of the meeting should be in charge of each member of the staff in turn. By this plan no one has to devote a large amount of time to preparation, yet all get the results. If the library gives the time, the study should be so planned as to make the result tangible and effective for the library as well as for the staff. The reading of a history of literature or of any special book could as well be done alone. But the staff meeting study course should be in itself an index to a wider field of knowledge than the mere contents of any one book or than the actual work covered." One library staff took up a "study of the history of publishing houses" as outlined by Miss Hazeltine. Each member of the staff reported on a particular publishing house. "The results were: an interest in the publisher of every book; an interest in the new pub-

Staff meetings—Continued.

lications of the publisher chosen; a grasp of the type of his publications and a knowledge of his comparative value. This knowledge would influence the assistant's judgment of every book. We touched also upon the general make-up and style of a publisher's books, the relations between publishers and authors, copyright, etc. Houghton, Mifflin and Co. even lent us by registered mail their only copy of an early illustrated catalog." At another time, evaluation of books by subject was studied. A class of books was chosen, and each member of the staff was expected to select the five best books on the subject with the aid of bibliographies found in books, the New International encyclopaedia, catalogs, lists, publisher's lists, etc. These five books were reviewed and discussed at staff meeting with reference to "title-page, date, form of contents and indexes, make-up of the book, arrangement, source, authority, reputation of its author and comparative value." Other books on the subject were examined with reference to how they would be brought out in the catalog. The staff was encouraged to examine in this way all new books. "The result of the above course was that all of the staff had established standards of judging a book, knew the difference between a source book and a popular secondary book, had learned how to use bibliographies efficiently, and had learned to scan title-page and contents intelligently. Each had also one subject on which it was well for any member of the staff to refer to her for advice." The filing of cards, cataloging and classifying of books, study of subject headings, cataloging of public documents, the discussion of the A. L. A. and other booklists, the annotation of library catalogs are profitable subjects for consideration in staff meetings. These meetings were held from 8:30 to 9:30 o'clock on Friday mornings.

Statistics.

Statistics of public, society, and school libraries. (U. S. Bur. of educ. Bull., 1909, no. 5.) O. 215p. pa. '09. U. S. Bureau of educ.

Story telling.

Story hour. A. W. Clark. Lib. J. 34: 164-5. Ap. '09.

The ideal place for the story hour is the children's room. The children do not feel that they are going to a free show where they will get something for nothing. The story should mean books to the children and should lead to the insides, not the outsides of books. The story hour should have a natural and informal beginning. Some Saturday morning the children's librarian might gather a few children about her and show them the first wild flower and encourage them to learn more about it from nature and from books. That subject should be "chosen which will make the strongest appeal and hold the interest of the greatest number of children." The story telling should be done by the children's librarian and her assistants, not by outsiders.

Story hour. Annual rept. Washington free library, Hagerstown, Maryland. 1907-8. p. 23-6.

A list of the subjects used for the story hour throughout the year.

Technical literature.

Current literature references on public utilities, etc: construction, operation, finance for the year 1908. 168p. Library of Stone and Webster.

This is a classified index to about one hundred periodicals, most of which are not indexed elsewhere. It includes a detailed outline of the classification, and a subject index. It is concerned chiefly with civil, electrical and mechanical engineering, mining, metallurgy and transportation.

Representation of science and technology in public libraries. E. A. Savage. Lib. World. 12: 1-4. Jl. '09. (to be cont.)

Books rapidly become obsolete, but the library is a school. Its business is to teach. It is therefore necessary that scientific and technical collections be kept up for the student. Only large libraries can maintain these departments for specialists. The student collection should cover the subject broadly, but should embrace books of varying difficulty.

Technical books of 1908. E. F. Stevens. 30p. Pratt institute free library, Brooklyn, N. Y.

A classified and annotated list.

Traveling libraries.

Book worms of the seas. G. J. Nathan. Bookm. 29: 483-5. Jl. '09.

The American seamen's friend society maintains an extensive system of traveling libraries for the vessels leaving New York. Since 1851 a total of 26,078 libraries of about 43 volumes each have been placed on ships. The books are of high grade and are eagerly read by sailors. One library has been traveling for 32 years. The libraries are exchanged when the ship is in port at New York. The captains keep the records and testify that reading is a benefit to sailors and an aid to discipline. Sailors like the best books of adventure, biography and chivalry.

Educating all the people all the time; reading in the most polyglot state in the Union. C. P. Cary. il. Harp. W. 53: 24-5. My. 22, '09.

An account of school and traveling libraries in Wisconsin.

How one township library sends out books. M. Clark. Lib. Occurrent. 2: 55-6. Mr. '09.

Traveling libraries are sent by the Henry Hervey library, Carthage, Indiana to district schools in the surrounding township. Books are changed as often as the teacher desires. The collections are balanced to meet the needs of the children and their home circles.

Traveling libraries for sailors. J. A. Ottesen. For Folke-og Barneboksamlinge. 3: 9-12. Mr. '09.

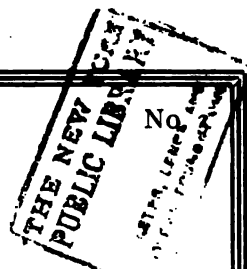
Such a library should include some English books, for English is the international language of sailors.

VOL. III

Library Work

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The H. W. Wilson Company announce for early publication the following volumes of the Debater's Hand Book Series: Commission Plan of Government; Capital Punishment; Initiative and Referendum; Popular Election of Senators; and Graduated Income Tax. The most valuable material available on each of these subjects has been collected and reprinted in whole or in part, so as to furnish the main arguments on both sides of the question without unnecessary repetition. Much of this material is from original sources and is not available to the average reader or library. Each volume also contains a complete bibliography and a brief for both affirmative and negative sides. These reprints will be especially valuable to members of the High School Debating Leagues and to libraries having demand for material on these questions. They are similar to the volumes already published on the Enlargement of the United States Navy and Direct Primaries.

The Printed Catalog

The chief advantage claimed for the card catalog over the printed catalog is the possibility of keeping it up-to-date. In the majority of libraries this advantage is a tradition rather than a reality. A glance into the work rooms of almost any library that adds several thousand volumes a year would reveal a congestion in the catalog department, and probably at every other step of the modern complicated process of adding books to a library. Another glance at the work being done in the circulation and reference departments would easily explain why the cataloger has little time to catalog.

The meager income of the average public library makes impossible an adequate staff of competent workers. The patrons within the gates have right-of-way over all other library activities. The patronage of a library increases much more rapidly than its income, and the increase of income is largely absorbed by the circulation and reference departments. As a matter of fact, card catalogs are not up-to-date, nor are they likely to be.

The advent of the typewriter and the printed card have not brought about the relief from technique that is so greatly desired by librarians. The work involved in ordering the printed cards, checking up when cards are received, altering the cards to correspond with the editions in hand, and adapting the forms of suggested subject headings is much greater than might be supposed. The cost of maintaining a card catalog in a growing collection of books is always a problem. Card cases take up room and are expensive in themselves. When the catalog reaches great proportions, the work of consulting it becomes burdensome. For the library staff, the travel between the catalog and the cataloging room, or between the reference room and the catalog occupies no inconsiderable time from day to day.

The cataloging of books for which no printed cards are available is rendered more laborious and unduly expensive by the deference paid to tradition in the inclusion on the cards of bibliographic minutiae wholly irrelevant to the use made of the catalog by the public or by the library staff.

The small library with a staff of one or two is in greater difficulty than the larger institutions. The librarian may have no knowledge of cataloging and be unable to get even a summer library school training. Any library commission organizer could multiply examples of libraries whose librarians are too inexperienced to carry on a card catalog after the organizer has made it.

Everything considered, the card catalog is evidently not the ideal catalog or the final solution of the cataloging problem for the majority of libraries. Sooner or later, most libraries find it desirable to print finding lists, and supplement them by bulletins. Whether or not the expense is justified by the use patrons make of such printed helps is still an open question. It is more than likely that the limited usefulness of the lists is due to the fact that patrons know them to be out-of-date before they leave the printer. Even with this disadvantage, finding lists in the school rooms

and in the homes are certain to increase the intelligent use of the library. Many patrons find these more satisfactory, to use at the library than the supposedly up-to-date card catalog. Certain it is that these finding lists and their supplements cost much money when printed locally.

The suggestion that cataloging for libraries might be undertaken at a central agency, and up-to-date catalogs for almost any combination of books printed upon the cumulative plan is the natural outgrowth of the cumulative idea, and of administrative economy. Such a catalog would indeed be a work of ready reference for librarian and public. As between the printed page and the cards, the public would choose the quickest and most intelligible way of getting at the contents of the library.

The librarian will naturally wonder how quickly a catalog could be printed from a central catalog of linotype slugs. A well equipped central catalog office could not fail to be more expeditious than the average cataloging department. The average library does not buy books enough to make frequent cumulated supplements and new catalogs necessary. Lists of the most recent additions printed in the daily papers and bulletined in the library would suffice for many libraries until the additions were sufficient in number to justify cumulating them into a new catalog. Supplementary catalogs of new books could be had by libraries in advance of the arrival of the books if desired, since all that would be necessary would be to furnish the central catalog office with a list of the titles ordered. The plan could eventually be worked out so that printed catalogs could be more nearly up-to-date than many card catalogs.

The cost of this sort of service would, probably, in its most complete form, be no greater than that of making a card catalog, and it would entirely cut out the cost of making and printing finding lists. Patrons would undoubtedly be more willing to pay for copies of a genuine catalog than for the average out-of-date finding list.

One of the advantages of this kind of a catalog as contrasted with a finding list is that it may be subtracted from as well as added to. All books that are withdrawn from the library may be withdrawn from the catalog by simply checking them for omission on the old catalog and directing the central office to print a new one. A not improbable effect of the adoption of this kind of cataloging would be to encourage libraries to inter the dead and relegate the useless. The catalog would possibly come to represent a working collection of books that are suitable for public use. Conceivably with a printed catalog a library might hesitate to add to its collection some of the many objectionable books that unfortunately find their way into libraries.

This central linotype catalog, with its infinite possibilities of inclusion and exclusion, of variety in combination, of discarding old forms of entry when better ones are discovered, of dropping out books that are out of

print or have been superseded, may well become a guide, to those to whom the selection of books for libraries is entrusted. The standard selection for a model linotype catalog should be based on the judgment of the authorities in book selection as gleaned from the recognized printed lists and other sources. It should be a compilation from the lists and catalogs that represent the work and judgment of the best American libraries. It should be catholic enough to meet all library needs, and select enough to stand the most searching criticism from those who believe the public library should be a moral as well as an educational force. It should be an up-to-date suggestive list for book committees to refer to and to build libraries upon.

Just as the A. L. A. catalog was used as a standard of selection, so a standard catalog, properly compiled and annotated could be used in building up libraries symmetrically. In such a case it might truly be said that the library was made for the catalog rather than the catalog for the library. Library commission organizers would be quick to see the advantage of having the making of a card catalog eliminated from the problems of organizing small libraries that are to be administered by inexperienced librarians. The instruction in book selection might then be simplified to the point of learning to select intelligently from the standard catalog, and to practice economy in purchasing methods. In the case of a new library, printed catalogs could be on hand in advance of opening day, class and book numbers being assigned by experts at the general office.

That a saving of energy and talent would result from the substitution of printed catalogs for card catalogs there can be no doubt. Catalogers could then assist the librarians in the work of serving patrons and extending the usefulness of the library by means of work with schools, clubs and factories.

An initial step towards the printed catalog has been taken by The H. W. Wilson Company in the publication of a Fiction Catalog. This is soon to be followed by a Juvenile Catalog. These catalogs or any selections from them, with any desired additions will be available for libraries that wish to put the plan into operation.

Printed Catalogs for Small Libraries

The inspector of public libraries for the New York state education department answers an inquiry as to the advisability of having printed catalogs for libraries as follows:—"If your library is a very small one, open but a few hours a week and your patrons are so scattered that they find it difficult to visit the library when it is open, a printed catalog should be supplied. Even if your library is of moderate size or large, and has liberal hours of opening, printed lists serve a very useful purpose and are to be recommended. In this case, however, it is not advisable to

complete catalog of your own. Either that you may call 'A select reading list,' giving in it only the more important books of different classes; or, what is perhaps the best use lists that are already printed, such as the lists published by the A. L. A. publisher, Mr. Dana's list of 1,000 of the best or the new fiction catalogs recently issued and published by the H. W. Wilson Co. In these lists either the titles are given in your library, or those that are not. In her last report, the librarian of the Hopedale Memorial Library of Hopedale, Mass., has this subject: 'While all the recent lists are regularly printed in the local press yet there has always been a call for lists, preferably with annotations, that could be used at home by those who more often than can come to the library. To meet this need in the class of books most commonly purchased in November copies of the H. W. Wilson catalog of selected fiction. Give more fiction than is there listed, and so given which we do not own, yet so as to show the proportion that our library contains. This catalog, sold at 10 cents a copy, is a financially possible solution of the problem. A bound copy has been placed above the catalog case, in which the titles that are found in the library are marked with dots.'

Library Notes

the transfer of the American library association headquarters from Boston to Chicago and the incidental grouping of a number of related organizations, with the close cooperation of the strong state library commissions of the Middle West, and the cordial help of a progressive management concerning the policy of the public library. Chicago will become the most active center of library extension in the world. . . . On a national scale, the A. L. A. will conduct work that is pursued within state limits by library commissions and similar agencies maintained by twenty-eight commonwealths." Henry E. Legler in the Survey.

A library training section has been officially authorized by the A. L. A. council. Chalmers Hadley is president of this section.

The A. L. A. committee on book buying has prepared a list of novels for adults. It contains 572 titles of novels that are purchased in largest numbers by American libraries. It is hoped that the list will promote cooperative book buying among libraries.

The A. L. A. conference for 1910 will be held in July in New York city.

A meeting of librarians of the Northwest was held at Seattle in June. The Pacific Northwest library association was formed. Its membership is to be drawn from British Columbia, Washington, Oregon, Idaho, Montana and Utah. J. T. Jennings of the Seattle public library was elected president for the ensuing year.

The executive board of the N. E. A. abolished the library department of that association at the close of its July meeting.

The annual report of the trustees of the Brooklyn public library for 1908 is in print. Librarians interested in the organization of a system of branch libraries will find this report helpful.

Three normal schools in Michigan report through the columns of the Library Journal on their summer courses in library training for teachers. The object of these courses is to help teachers who have to select, buy and direct the use of the books in school libraries to do so systematically and intelligently. Instruction in simple methods of cataloging and classifying was also given.

The liberal interpretation of the civil service law as applied to the librarianship of the Chicago public library by the city civil service commission was the means of permitting a choice among nineteen applicants, twelve of whom are said to have been clearly available, while seven of them were men with national reputations. The selection of Henry E. Legler meets with the approval of librarians everywhere. No other such opportunity for a large measure of service to the toiling thousands of a great city awaits any librarian, for in no other great city has so little been done along the lines of library extension.

Periodicals Included

- A. L. A. Bul.—American Library Association Bulletin, 1 Washington St., Chicago.
- *Boekzaal.—Boekzaal. f. 3. 25. Ploegsma and Co., Zwolle, Netherlands.
- Blätt Volksbib.—Blätter für Volksbibliotheken und Lesehallen. m. 4. Otto Harrassowitz, Leipzig.
- Conn. Pub. Lib. Doc.—Connecticut Public Library Document, Public Library Committee, Hartford, Conn.
- * For Folke-og Barneboksamlinger.—For Folke-og Barneboksamlinger. (Quarterly.) Kr. 1. Christiania.
- Ia. Lib. Q.—Iowa Library Quarterly, Iowa State Library Commission, Des Moines, Ia.
- Library, n.s.—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.
- Lib. Asst.—Library Assistant. 3s. Hugh Smith, Bishopsgate Institute, London, E. C.
- Lib. Assn. Rec.—Library Association Record. Single numbers, *2s. Whitcomb House, Whitcomb St., Pall Mall East, London, S. W.
- Lib. J.—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. Occurrent.—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.
- Lib. Work.—Library Work. 50c. The H. W. Wilson Company, Minneapolis, Minn.
- Lib. World.—Library World. 6s. 6d. Library Supply Co., 181 Victoria St., London.
- Minn. Pub. Lib. Com. Notes.—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.
- Neb. Lib. Bul.—Nebraska Library Bulletin, Nebraska Public Library Commission, Lincoln, Neb.
- N. Y. Libraries.—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- News Notes of Cal. Lib.—News Notes of California Libraries, California State Library, Sacramento, Cal.
- Ohio State Lib. Bul.—Ohio State Library Monthly Bulletin, Columbus, Ohio.
- Penn. Library Notes.—Pennsylvania Library Notes, Pennsylvania Free Library Commission, Harrisburg, Pa.
- Pub. Lib.—Public Libraries. \$2. Library Bureau, 156 Wabash Ave., Chicago.
- *Rivista d. Biblio.—Rivista delle Biblioteche e degli Archivi. l. 15. G. Biagi, Via de' Robbia 60. Florence.
- Vermont Lib. Com. Bul.—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wash. Lib. Bul.—Washington Library Association Bulletin, State Library, Olympia, Wash.
- Wis. Lib. Bul.—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.
- Zentralblatt für Bibliothekswesen.—Zentralblatt für Bibliothekswesen. m. 15. Otto Harrassowitz, Leipzig.

* We are indebted to Mr. F. G. Axtell, Librarian of Macalester college, St. Paul, for translations and digests of the articles in Boekzaal, For Folke-og Barneboksamlinger and Rivista delle Biblioteche e degli Archivi.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current Library Literature

October 1909

an library association.

book, 1909. A. L. A. Bul. 3: 51-113. Jl.

tion.

and abuse of annotation. W. C. B. Say-
Croydon Crank. 2: 45-52. Jl. '09.

is a difference of opinion between Eng-
America as to the functions of anno-
The prevalent American idea is that of
1. In Great Britain, annotation is con-
elucidation. According to English au-
"annotation deals with matters of
t with matters of opinion: the true
of the annotation is elucidation. Criti-
ther direct or implied, is inadmissible."
e annotation is defined as "a descrip-
ension of the title page of a book in
e qualifications of the author, and the
urpose and place of the book are in-
' To print an annotated catalog is ex-

Brief annotations, such as explana-
ds or phrases in brackets following the
possible. "Lately, however, a more
e system of annotation has come into
which one or two recent writers have

The annotator of this school takes
in hand and asks himself a few definite
s about the book: Who is the author
it are his qualifications for writing his
What is the argument or subject, and
od of treatment? What is the subject
d'être of the book? What preliminary
ge is required for the reading of this
What special bibliographical features
present? Editing, contributions not in-
in the title, bibliographies, glossaries,
es? What is its relation to other books
same subject?" This form of annota-
n vogue in the Pittsburg library lists,
he Croydon and other English libraries,
and juvenile catalogs should be suitably
d. "If the character of a book is con-
outlined in a note it follows that the
e reader on consulting that note, dis-
vwhether the work is modern and em-
arlier researches; whether it is an ex-
of the knowledge of the subject; wheth-
vn knowledge is equal to, or too far ad-
for the study of the book. The reader
n of the nature of the book, and doubt-
ther the subject has any interest, is
brief glimpse of what it really is, and
d to a decision. The chief use of an-
is to bring the contents of the books
before the searcher's view, without
any direct opinion on its merits or de-
it supplements classification, because
r shows the available material on any
and annotation shows the nature of
terial; moreover, as a closely classified
or shelf shows the approximate se-
of the material, so a good annotation
ie actual sequence by referring to books
ary to, and books extending the sub-
iticism is one of the abuses of anno-
To attempt to give too much informa-
include irrelevant details, or informa-
ady conveyed by the title are common
The plot of a novel should not be out-
the note. Drawing attention by a note
act that a novel is undesirable reading
e.

Binding and repairing.

Book repairing. F. F. Prince. Vermont Lib.
Com. Bul. 5, no. 2: 7. S. '09.

Materials for mending books. Vermont Lib.
Com. Bul. 5, no. 2: 7. S. '09.

Notes from the A. L. A. committee on bind-
ing. A. L. Bailey. Pub. Lib. 14: 302-3. O.
'09.

Paper and binding of lending library books.
R. Chivers. Lib. J. 34: 350-4. Ag. '09.

Poor paper is responsible for much of the
poor binding. Paper should be studied and the
binding adapted to the kind of paper.

Popular books in special library bindings. N.
Y. Libraries. 1: 240-2. Jl. '09.

Repairing books with flexible glue. Pub. Lib.
14: 299. O. '09.

Specifications for commercial work. A. L. A.
committee on binding. A. L. Bailey. Lib. J.
34: 411-3. S. '09.

Responsibility for poor binding rests with the
publishers, who take no interest in binding and
permit the use of poor thread, poor glue, poor
back-lining paper. The following suggestions
for specifications should apply to commercial
binding in general:—"Thick, heavily loaded or
spongy papers should never be used for books
that are likely to receive service in public li-
braries. A 70 pound 24 x 36 paper folded with
the grain should give the best results. Most
books should be printed on signatures of not
more than 16 pages. Illustrations should, if
possible, be printed on a tough paper with in-
side margin wide enough to allow folding
around the adjoining signature. If illustra-
tions are printed on brittle paper they should
be guarded with tough thin paper and the
guard either folded around and sewed thru
or folded over and pasted to adjoining signa-
ture. Ordinary machine sewing should be used.
Books weighing over two pounds should be
sewed on tapes, but not thru them. Use
4 cord best quality cotton thread. As many
stitches as the back of the book will allow
should always be used. They should not be
more than one inch apart and should come
within three-fourths of an inch of the head
and tail of the book. A book should always be
sewed all along, never "on and off," except
with a book having a large number of thin sec-
tions. Proper tension should be used so as to
sew the book neither too tight nor too loose.
The books should be just loose enough so that
all looseness will be taken up in rounding and
backing the book. . . . Flat backs should never
be used. It is impossible to make a good joint
on flat-backed books. All books should be care-
fully and uniformly rounded and backed. Ma-
chines should be carefully adjusted. . . . Only
the best quality of glue suitable for binding
should be used. In applying the glue care
should be taken to see that the coating is thin,
even and a small quantity gets in between the
sections. Care should be taken not to boil the
strength out of the glue, and glue pots should
be cleaned at least once a week. Best quality

Binding and repairing—Continued.

of super should always be used. On books weighing over one and one half pounds unbleached muslin or some other material stronger than super should be used. The best quality of regular back lining paper should always be used and cut so that the grain runs from the head to the tail of the book, not from side to side. Covers should fit perfectly, and great care used in forming the joint. In 'casing-in' paste should be applied clear up to the joint and to the extreme ends, particularly at the joint. Covers should be forced well into the joint. The cover will thus be fastened to the book its entire length at the joint. . . . Books should be put in the press immediately after 'casing-in' and allowed to remain under heavy pressure until dry."

Book lists.

Best books of 1908. M. T. Wheeler. Ia. Lib. Q. 6:31-2. Ap.; N. Y. Libraries. 1:236-8. Jl.; Lib. J. 34:405-6. S. '09.

Book selection.

Terse and pertinent suggestions regarding book selection for village libraries. A. E. Bostwick. N. Y. Libraries. 1:238-9. Jl. '09.

What kind of books should be found in a public library? O. Olsen. For Folke-og Barneboksamlinger. 3:49-50. Je. '00.

It is easier for a library board to keep mediocre, doubtful books out of the library than for a librarian to keep them away from the reader. To do the latter without rousing suspicion requires much tact and quickness.

Book storage.

Book storage for libraries. F. P. Hill. Pub. Lib. 14:304-7. O. '09.

"A cooperative spirit should be cultivated between state and municipal libraries, so that each may reserve its strength for a special line. . . . In a community where transportation is adequate, it is wasteful for libraries to duplicate, particularly for disused books. Libraries within a certain radius should decide on the different classes of books that they will collect and preserve. Such a plan need not affect the purchase of any book currently needed. An A. L. A. list of special collections should give to each librarian a key to the location of material on any subject. By use of inter-library loans the work of scholarly investigators would be helped by one or more comprehensive collections, in place of 50 incomplete collections." A storage library is a space where little used books are compactly but systematically shelved. In the British Museum movable, hanging book cases are suspended in front of the fixed cases; in some libraries room for storage is made by excavating and installing shelving in sub-basements, while other libraries provide separate buildings. A system of branch libraries is in special need of storage room for books needed in quantities from time to time, such as school collections; a stock room where popular books needed constantly for replacement, books for the basis of branch and station collections may be housed; and a place to which books that have outlived their usefulness may be sent. Collections at branches should consist of live and active books. By a system of interchanging among branches, the demands of a whole city for books that appeal to the limited few may be met. Certain books must be in every branch. Certain books useless in one library may be valuable in another.

Bookbinding. See Binding and repairing.

Books. See Readng.

Books, Care of.

How to open a new book. W: Matthews. Vermont Lib. Com. Bul. 5, no. 2: 8. S. '09.

Branch libraries.

Function of a central library and the problem of branches. A. J. Hawkes. Lib. Assn. 6:394-401. Ag. '09.

"The branch library should fulfil for its immediate locality practically the whole of the library's function as an instrument of action—its purpose as an intellectual tool house. Those living in the district who resort to the institution chiefly or solely for the purpose of taking out books of practical instruction in the various arts, industries, and vocations should be encouraged to make use of the branch establishments by the provision there of a very adequate supply of books of this class." A practical man desiring practical information should not be compelled to go to the central library for it. Such information is not so much a matter of prolonged study as of ready reference. By encouraging such readers "to frequent branch not only is congestion relieved at the central, but there is relegated to the branch a class of work which can be quite as efficiently carried out by them as by the main institution. Since the kind of book I have in mind—short practical treatises upon every sort of topic—form the greatest bulk of the literature in a library, at least in the useful arts, fine arts, and science sections, an opportunity for their limitation is an important matter. The central library need stock only enough of them to meet the requirements of its immediate neighborhood; it is not called upon to overload its shelves with sufficient to supply the whole town. . . . This system of differentiation enables the central library to be developed in a proper way. Its space and wealth are reserved for sterner stuff, making it the chief organ in the fulfilment of the public library's second purpose—to be an institution of research and learning. In a word, the central library should be a real library; should contain those epoch-making works which have definitely added to the fabric of knowledge. It seems to me a great mistake to put the works of this class to any extent into branch institutions, unless the branch provides for a really large population; and this branches should not do. Large branches are wrong in principle; set up instead several smaller ones. Books of this solid order are not sufficiently read to warrant their inclusion, and their purchase, which means actual or approximate duplication of works already in the central, is a sheer waste of funds much better employed in developing the central. . . . The central library should be looked upon as a sort of big reference library, a 'feeder' library if you like, to the branches, from which the higher and less used class of books may be borrowed when needed. To emphasize this parental office the system may be resorted to of inserting slips in the branch books bearing a list of the works on the same subject in the central. These should have a note at the foot making it clear that the books listed can be obtained thru the branch, if desired. Or the borrower may be permitted to go to the central himself with his branch ticket. . . . If the recognized student is encouraged to take out his ticket at the central the number of books that will have to be brought to the branches for occasional readers will be few, and the trouble accruing slight. This manner of uniting the central and branches upon a systematic and well-defined basis, making each render a somewhat different service, tends to greater efficiency and greater economy. . . . In coming to the question as to whether the books at branches should or should not be duplicates of those already in the central we approach a rather more controvertible topic. . . . My answer is, not that they should be, it is true, but that they might just as well be in view of the very small advantage to be obtained by diversity. Particularly do I think this to be the

h libraries—Continued.

on the matter of selection for the various libraries. The opinion expressed by one librarian that 'A library of four branches each of has five books on, say, geology, dissimulates those in the other three institutions, four times as rich as if the same selection of books were repeated in each' is absolutely an illusion. If instead of four times, it is the added value at one hundredth part, all approximate to the truth. The difference in matter of fact between any five elementary works upon geology is insignificant, really nil; although in matter of present and educational value one may be much more to the others. This is the chief argument in favor of duplicating the one book; the which sets forth the same facts as its in much the best order. . . . On the other the disadvantages of diversity are pointed out. Following my suggestion to have no of this class of work in the central than necessary to satisfy its own clientèle, it be unnecessarily depleting its stock, it corresponding gain to the reader, to which such a book to a branch because the reader imagined it to be an improvement of the one available at his branch. And of this would be true under the no-two-same principle. . . . In addition there is trouble of transportation; the overload of the union-catalog, already an unwieldy and uninspiring machine to the uninitiated; extra expense of printing; and the loss of city and time in the details of purchase, loan, and cataloging, all practically for nothing. Where, of course, a branch should be established independently of the central is in the particular needs of the district. If children flourish in a particular neighborhood, books suited to their educational requirements should be plentifully supplied. Or if it be a district of the workers of a particular industry concerned, then the branch should be thoroughly equipped in this respect, even beyond the limits of the branch 'class' previously indicated. A branch might indeed usurp the functions of the central, and be entirely responsible for literature on the subject in question. Such a branch must not be taken, however, unless that of the community engaged in the particular activity is almost or practically confined to one district. . . . Duplication is not a bad thing, for duplication means increased exposure without increased efficiency, and with limited funds must lead to inefficiency."

ings.

rary rooms. H. Nyhuus. For Folke-og arneboksamlinger. 3: 37-40. Je. '09.

isville free public library building. W. F. Rust. Lib. J. 34: 398-401. S. '09.

oging.

See also Annotation.

glo-American cataloging rules. J. Minto. Lib. Assn. Rec. 11: 289-302. Jl. '09.

story of the work of the American library association and Library association committees cataloging rules and a comparison of the of difference. "Out of 174 rules it was necessary to print two forms of the rule in eight cases." These are all concerned with the question as to what heading the reader will be most likely to consult for the book in search of. The different types of cataloging vogue in the two countries are largely similar for these differences, it being possible to revise the card catalog while the print catalog is made once for all. The chief of difference are those for entering names, princes of the blood, noblemen, married names, married women, anonymous works with varied spelling, translations of anonymous books and periodicals with changed

Bibliography and catalog. L. C. Kloos. Boekzaal. 3: 117-9. Ap. '09.

New cataloging code as a contribution to library development. Lib. Assn. Rec. 11: 374-5. Ag. '09.

Catalogs.

Sheaf catalog, a practical handbook on the compilation of manuscript catalogs for public and private libraries. J. D. Stewart. 55p. '09. Libraco limited. London.

Extended instructions for adapting the loose leaf idea to cataloging purposes are given. The preferred style of "sheaf consists of a strong rigid wooden back and hinged boards and is fitted with one screw rod only." Comparatively thin manila paper is recommended. The slips should be 7½ in. by 3½ inches. To facilitate spacing and accurate indentation, a slip ruled faintly in squares will be found useful. Handwriting is preferable to typewriting. Sample alphabets are given. For a classified library, author and title catalogs should be provided first. General rules for cataloging, accompanied by sample cards are included. A list of cataloger's reference books is also given.

Catalogs, Printed.

Calls for printed catalog. A. W. N. Y. Libraries. 1: 249. Jl. '09.

Charging systems.

Recording of issues. M. H. B. Mash. Croydon Crank. 2: 42-4. Jl. '09.

An account of the system in operation in the Central lending library at Croydon. Double wickets for use during the busiest part of the day are provided. The charging system seems to be a modification of the Brown system. When the double entrance wickets are in operation, a notice directs borrowers whose names begin with the letters from A to K to the left wicket.

Children's department.

Helps in library work with children. Conn. Pub. Lib. Doc., 1909, 3: 3-6.

Children's reading.

Books of myth and legend: why boys and girls should read them. L. McCoy. Ia. Lib. Q. 6: 28-9. Ap. '09.

Child and his book. El. School T. 10: 21-8. S. '09.

A discussion of school readers.

Need of guidance for children's reading. Harper. 119: 637-40. S. '09.

"It is not desirable that the boy and girl under fourteen years of age—and it is these we are now considering—should have their faces turned resolutely toward the future. It is better that they should be affected by the extremely advanced tendencies of their time—properly dominant in those who have passed adolescence—not directly, but only as inevitably reflected upon them in their sheltered seclusion by unaggressive elders who respect that seclusion. The precocious gulping of ultra-modernism would induce mental and moral indigestion. The indiscriminate reading by these very young people of even the best advanced fiction should be deprecated. George Meredith, Thomas Hardy, Henry James, and the novelists who have followed in similar lines, have had no such audience in view and would not naturally appeal to it. Of all the Victorian novelists, Dickens especially commends himself to the child, while Thackeray and Ainsworth

Children's reading—Continued.

are especially to be recommended along with Sir Walter Scott, of an earlier period, for their vivid and masterly portraiture of a by-gone pageantry. The child, without judicious guidance, would select of current literature the worst, while the most distinctively modern examples are unsuited to it, requiring maturity for their appreciation. Such contemporary adepts in the field of romance as Hewlitt and James Branch Cabell must wait for that ripener time. . . . The really new literature is for the most part remote from the ready appreciation of the child. It is just that spectacular, that romantically picturesque and picturesquely romantic world which the new literature has abandoned that is, and should be, the cherished possession of the youthful imagination. It is in books that this youthful imagination must find its main satisfaction—especially in the great old books. The present revival of pageantry—which may be called a revival only in a general sense, since our pageants are, in their whole scheme and motive, different from those witnessed in former times, being contrived rather than spontaneous—has, and is intended to have, a distinct educational value for the young, quickening their interest in the historic past, not only recalling critical events, but, in a vivid appeal to the eye, giving them their old picturesque habit and color. The spectacle tempts to the reading of history for a deeper sense of the hidden meaning. But history need not be pursued by the child for full and precise information, and still less for philosophical interpretation. It may well be merely an impressive drama until a later period. Plutarch and Rollin served in ancient history most of the boys from the middle of the eighteenth to the middle of the nineteenth century. The appeal to the child's imagination through the masterpieces of past literature, including the Bible and Shakespeare's plays, whatever else is left out, is the most essential thing. Cervantes' *Don Quixote* should supplement the Waverley novels. It is to be regretted that the study of Latin and Greek has lost its old place in the early training of children. But, if not in the original, Homer and Virgil should be read in the best translations. Greek mythology seems indispensable, and that of the northern races is hardly less important for its imaginative values, and the not so intimately associated with all classic poetry from Homer to Tennyson, is closely blended with the heroic and romantic legends of our pagan forebears, and has now a fresh significance from the development of Nibelungen themes in the modern opera. Folk-lore tales—including the ever-cherished fairy story—from the ancient Metamorphoses to Uncle Remus, are the native heritage of children, and to a great extent freely shared by them before they learn their letters. All these creations of human genius—whether of the individual or of the race—belong to the child, and if it is defrauded of them, or if they are postponed, being displaced by juvenile concoctions deemed more useful and didactic, the native appetite for them will be lost and with difficulty recovered at a later period. The public school should help children to their own by direct suggestion and by such arrangement of the course of study as shall allow abundant leisure for reading. It is wisely, as a part of its curriculum, familiarizing Shakespeare to its pupils, so that the poet is now more generally read by children than ever before. The public librarian should temptingly lead children to the old masters, especially to those of English literature."

Substitutes for the Sophy May books. C. S. F. N. Y. Libraries. 1: 251. Jl. '09.

Civil service for libraries.

Chicago public library. Survey. 22: 583-4. Jl. 24, '09.

The Chicago library board authorized the appointment of an advisory commission to the

city civil service commissioner. This advisory commission was nominated by the librarian to Congress and the presidents of Chicago and Northwestern universities. This commission studied the civil service law and advised the city civil service commissioner as to a method of securing a suitable librarian under the law. The candidates for the vacant librarianship were judged on educational experience, and on the preparation of a paper on the best method for the development of the Chicago public library. The examiners appointed to conduct the examination were the librarian of Congress, the librarians of the John Crerar and Brooklyn public libraries, and the counsel for the Chicago civil service commission.

Classification.

Subject classification: criticisms, revisions, and adjustments. J. D. Brown. Lib. World. 12: 41-5, 81-6. Ag.-S. '09. (to be cont.)

Clubs and libraries.

Why the public library is a fruitful field for the club woman. M. V. Clark. Ia. Lib. Q. 6: 43-4. Jl. '09.

Club women may do much for the library after building and books have been secured. "Let people know you are interested; direct the conversation of your friends and callers to your library, or some special book which may be found there; invite people to visit the library." The library might well take the place of the weather or the latest novel as a social topic. Club women should be in touch with what the library contains, especially with what is on the children's shelves, and be able to direct the children's attention to special books. As opportunity presents itself question children about their reading, and read some of the children's books. Help the librarian by calling attention to special articles and topics for the library bulletin board. Help prepare program for special days. Help the librarian make people feel that the library is an integral part of the educational system of the community. Send your own magazines that you do not care to preserve to the library as soon as you are through with them. Let some child carry them, thus bringing the child in touch with the library. See that every man, woman and child in the town becomes acquainted with the librarian. "Let her, and others, know that she is an important and responsible personage working quietly and faithfully for all; that she is a valuable and trusted member of the community, deserving your hearty interest and support. Teach the children that as of old all roads led to Rome, so in your town all streets lead to the library, that every one should become familiar with that institution, that treasure-house."

College libraries.

Library of University college, London. R. W. Chambers. Lib. Assn. Rec. 11: 350-8. Ag. '09.

Plea for the central library. J: Bascom. Educ. R. 38: 139-49. S. '09.

"College libraries are midway between those large collections which nourish the labors of a few and those popular collections which provide more for pleasure than for toil. The college library is intended to meet the wants of those who are being awakened to the magnitude of the world, and are anxious to find their way among facts which are still a confused medley. Direct and extended contact with books is becoming the universal college method, and promises ultimately to wear away the indifference, distaste, and ignorance which lie in the path of the beginner. . . . There is, however, one custom, growing up with this extended use of books, which tends to put upon

e libraries—Continued.

limitation, and to arrest it in its own. The library is broken up and into seminars, more or less remote from ording to the topics and departments ed in different courses of study. Thus phy, civics, art, and the various branch-science have each their own center of while the general collection loses both and interest. There is closer contact ources of instruction, but at the same much restricted field. This division of in library has obvious advantages, but disadvantages. It gives apparent op- ties to the departments concerned, and a cozy, comfortable, and companionable ent of them. Those in charge of the tion have the pleasure of magnifying it, ndering its prosperity more visible. It ies divisions, excites emulation, and a show of independence. The students ie force of this self-assertion and are to the department and to the work as- them. On the other hand, it weakens neral library and leaves on its shelves oks least current and of least obvious

It becomes a storehouse of odds and f volumes apparently out of date, while ng books and living interests have gath- a half-dozen new centers. It occasions untly as to where a book is to be found, the pursuit of it annoying, and prevents eference. Not only are the books of quality to be had only at a given sem- hose of varied and wide-reaching con- vander off subject to conflicting claims. ese seminars are only another phase of recess by which college life is broken eds, beaten into felt, and used as a ng for a single pursuit. Colleges have ad in variety of studies, in thorough- ruction and in a close hold backward ward, on the continuity of life. But this y can easily go too far, and has gone at more than one point. We owe o contemplation, we owe much to man- we need to put forth our best and most l efforts in the direction of assured h and integrity. . . . The general libra- medium of contact with the intellectual out us and before us, must lie open to a, familiar to the thoughts, and stand odd moments and in accidental ways as nitor of an existence never idle, never always waiting like spring for those rops that come to it, far and near. It irrecoverable loss to shut down prema- this quiet flow of knowledge; long, long the presence of the unknown in its vast- s interlock, its pushing power, has been ed by us. . . . When our first demand where and always for sober and suffi- ough, we are in error in breaking up : assemblage of human interests which pression in a large library, and parcel- out between separate heirs. This is di- up an estate which owed its chief in- to the union of its parts. Our in- ism is extreme. What we now need sustain and to control it is a sense of in the output of our lives, a sense of instant return upon themselves. What is, he is by and toward his fellow . . . s fellowship is the medium of his ex-

Participation in knowledge is the con- of its enlargement, and as we cease to in wisdom we shall cease to bestow it."

ation.

ordination, or method in co-operation. C. Gould. Lib. J. 34: 335-40. Ag. '09.

that organization within libraries is e, it is appropriate to consider organiza- co-ordination among libraries: "a single ensive organization in which each shall have its own definite part to it will also stand in distinct and mutu- pful relations to all the other members.

acknowledging, each one, that it owes a duty to the body, altho preserving complete freedom as to its own individual management and in- terests. In it the libraries of the country would stand not as independent units, but as inter-dependent partners." This phase of co- ordination is concerned chiefly with the supply and distribution of books. The co-operative undertakings of the libraries of Chicago, and of Providence, the experiments in European countries and the nascent county library move- ment all verge toward what may be called re- gional co-ordination. At present, inter-library loans are effected chiefly between the larger libraries and are limited to material needed for serious study. Since not all people are addicted to serious study, any system of co-ordination which may be devised should include "provision for widening the scope of inter-library loans until they include other than scholarly works. . . . That which concerns us at present, however, is the isolation of the smaller libraries, notwithstanding their proximity to each other and, sometimes, to leading institu- tions. Despite their slender stock of books they must rely mainly on themselves. They borrow rarely, and their facilities for doing so, always inferior, often seem to be practically nil. It may be urged that a rural library does not need very many books. True, other things be- ing equal, a small community will need fewer books than a large community. On the other hand, the fewer books a library controls, the greater the probability of its needing others which it does not possess. Clearly, then, any 'system of libraries' must reach out to, and include the small libraries of the country; nothing could justly be called a system that failed to take account of these." Small libra- ries have little to gain from borrowing from each other, and medium sized libraries are in little better case. From the suggestions of storage houses for "dead" books and library clearing houses for the exchange of duplicates comes the reservoir idea. "Might it not then be feasible to provide a certain number of book reservoirs to which all the libraries of a par- ticular district or locality could turn in time of need? These reservoirs, existing for the ex- press purpose of serving other libraries, might have great latitude in the matter of lending, while at the same time they might combine the function of a storage warehouse and clearing- house with other services as yet hardly spoken of. Let us proceed on the hypothesis that it is feasible, and suppose that the entire continent has been laid off into a few such districts or regions, and that in each region there has been established a great reservoir—let us call it a regional library—placed at a central point which has been selected after a careful study of the region, its lines of communication, dis- tribution and character of its population, the size and location of its other libraries, with the kind and number of books these already pos- sess. The regional library may have been de- veloped from an existing library (of course with the latter's consent and co-operation), or even from a group of libraries or it may have been established de novo, examination having shown the necessity for it. The first act of the regional libraries would naturally be to go into closest relations with all other libraries of the region. They would acquaint these latter as fully as possible with the nature of the re- gional collections, invite the freest application for books or for suggestive lists, and would ask to be supplied with a description of the collec- tions of their neighbors, including mention of any especially valuable works or unusual books, journals or periodicals each might possess, as well as the kind of books chiefly in demand by their readers. All this information would be filed. If these two things were done, even roughly, thruout the various regions, there would result at comparatively slight exertion a sort of inventory of the library resources and reading tastes of the country, apart from the great centers. This is something that would be very difficult to obtain by other means. Hav- ing made the acquaintance of their more im- mediate neighbors, the next step would be to

Cooperation—Continued.

get into touch with the national library and other great libraries thruout the country—very particularly the other regional libraries—to learn at least the strong points of the collections of each, and arrange for reciprocal exchange. It would be neither practicable nor necessary for each of these libraries to keep the catalogs of all the others. Lists of accessions, finding lists and a quarterly bulletin issued by each library, containing its classification and the number of volumes under each heading, would exhibit individual resources with considerable accuracy, and afford a ready means of judging which of several libraries was richest in a given subject, thus indicating the one to which application should be made for particular books. Knowing each others' strong and weak points, knowing, too, their own regions, and having a general acquaintance with the collections of the other great libraries, they would practically have the literary resources of the country at their disposal. The librarians of a region would soon get in the way of applying to their own regional library for information or for whatever books they might want. The books would either be supplied from stock, or borrowed at the nearest point and forwarded. Affiliated libraries would insensibly be drawn together, and towards the central library, and could not fail to merge into a system, altho this "merger" would be purely the result of voluntary association. The smaller libraries would know that they had behind them the entire resources of the region—and many a one which now feels itself isolated, would be not merely strengthened but inspired by this thought." Regional libraries would establish branches or stations at points unprovided with libraries, using all the most approved means of distribution, from travelling libraries to book wagons. Each reservoir library would specialize in the literature bearing on its own territory, or would know where such literature could be found. They would become the reference libraries for their districts, equipped with facilities for conducting correspondence research. Except for annual contributions from affiliated libraries, regional libraries would have to rely on endowment. An annual income of \$150,000 would maintain one such library.

Disinfection.

Disinfection of books. T. Stoop, Boekzaal. 3: 220-1. JI. '09.

The library of Dordrecht has tested and adopted the disinfecting apparatus of Dr. Berlioz of Grenoble. The books are subjected for two hours to the fumes of a preparation which appears to be perfumed formalin. The apparatus costs 250 francs, and holds ten to fifteen octavos.

Disinfection of school books. J. Boyer, Sci. Am. 101: 60-1. JI. 24, '09.

"The books first go thru the beater. This machine is a long box connected at one end to an ordinary stove, and provided at the other end with a door thru which open racks containing the books are introduced. Inside the box wooden rods are caused to rise and fall, alternately, by cams placed on a cylinder which is turned by a crank. A ventilating fan and a sliding drawer complete this apparatus, which is mounted on trestles. When the crank is turned, the rods strike the covers of the books and dislodge the dust. The heavy dust falls into the drawer upon a mass of sawdust, saturated with a powerful disinfectant, while the lighter dust, carried off by the air current, is consumed in the stove. After this treatment, the books are suspended singly by piners from a series of open metal racks, the covers of the book being bent back. Thus the pages are freely separated, and give easy access to the antiseptic vapor. These racks are mounted on rails, on which they are run into the disinfecting oven. . . . The ovens are sheet-iron boxes,

hermetically closed. Two sides of the box can be raised by cranks to admit the book racks. In the center of the oven is a vessel filled with a solution of formic aldehyde, into which dips a strip of felt, which can be moved up and down from the outside of the oven. The ovens are heated, by steam pipes placed below them, to 122 deg. F. The irritating vapor of formic aldehyde makes its escape thru a pipe at the top of each oven. The operation of disinfection is simple. The vessel is filled with formic aldehyde, and the racks laden with books are pushed into the ovens, which are then closed and heated to the required temperature for a few hours. After the heating is stopped, the volumes are allowed to remain in the ovens until the next day, when they are found to be entirely aseptic. This improved process of disinfection does not injure either paper or cardboard."

Examinations.

See also Civil service for libraries.

Educational qualifications for service in the New York public library, circulation department. N. Y. Libraries. 1: 242-3. JI. '09.

Examination questions for admission to service in the grade which apprentices first enter.

Guide to librarianship; a series of reading lists, methods of study and tables of factors and percentages required in connection with library economy. J. D. Brown. 93p. '09. Libraco limited. London.

A revised and enlarged edition of the Annotated syllabus for the systematic study of librarianship published in 1904. It is "designed for the use of students entering for the professional examinations of the Library association." Six chapters are devoted to the six divisions of the examination. The requirements and method of study are given briefly at the beginning of each chapter, followed by bibliographical entries topically arranged. In literary history the requirements consist of a "knowledge of the outlines of English literature (including American), especially of the period 1750 to the present day. A special period will be set each year, of which a more detailed knowledge will be expected, including a first-hand acquaintance with the texts of the more important books of the time. Candidates will be required to satisfy the examiners as to their knowledge of the editions and forms in which important works have been published." Students are advised to obtain a "brief, elementary survey of the whole field before proceeding to the study of details." For this survey the articles on English literature in the encyclopaedias, Brooke's English literature, Saintsbury's Short history of English literature, Morley's First sketch of English literature, Nichol's Tables of European literature and Beer's Short history of American literature are recommended. The bibliography is extensive, ranging from the encyclopaedias for general reference to special periods and forms of literature. For advanced reading Craik's History of English language and literature and Hallam's Introduction to the literature of Europe, and for special periods and forms Saintsbury's History of 18th century literature, Walker's Age of Tennyson, Courthope's History of English poetry, Ward's History of English dramatic literature, Dunlop's History of fiction and Trent's History of American literature are particularly mentioned. The requirements in the elements of practical bibliography include a "knowledge of historical typography, including the invention of movable type, great printing centers and printers, and book production generally: authorship, publishing, and bookselling, including copyright, book description and the compilation of bibliographies; universal, national, trade and

inations—Continued.

t bibliographies; book and periodical sets, and aids and guides." Some knowledge of printer and his works seems to be necessary. For a preliminary, general view of subject, candidates are advised to read *Wing's Story of books*, and the articles on bibliography in the encyclopaedias. Brown's *Manual of practical bibliography* should serve as text book. References are given under the evolution of the printed book, block printing, invention of movable type, incunabula, of printing, great printers, varieties of colophons and title pages, methods of book illustration, paper, bookbinding, shipping, publishing and book selling, collation and description of books, essentials of book production, compilation of bibliographies, universal, national and trade bibliographies, and book selection. Many of these references are to library periodicals. For the nation in the classification of books, the elements are a "knowledge of the theory of classification in general, and its logical applications of classification to knowledge in general, particular sciences, and books; general schemes of book classification, their structure and notation; application of classification to the shelves of a library—g shelves, marking books, distinguishing shelf listing, etc. An important point must be constantly kept in mind is to not confusing the classification of books with cataloging of books. It is possible to catalog a book under many heads, but it can be placed at one place in a classification scheme." A chronological list of the principal classification schemes is given. Notations should not be confused with classification. The introductions

Decimal classification and the Subject classification, and Richardson's Classification should be studied. References are given under topics: principles and arguments, logic, classifications of science, schemes and methods, and application of classification to books. The cataloging examination involves knowledge of the history of cataloging and various forms of catalogs and their objects; of cataloging rules, catalog compilation, catalog author entries, joint authors, corporate authorship, anonyms and pseudonyms, title, form, series, reference and other subjects; analytics, annotation, references and subject, alphabetization, punctuation and other library matters; the printed catalog and preparation for the press; manuscript cataloging and their preparation; author, subject, ed, dictionary and other forms of cataloging the bulletins, reading lists and other elementary lists issued in connection with mechanical methods of displaying catalogs and cabinets, sheaves, guard books, etc. Cataloging is a "practice study." Amount of reading will make a good record. . . . The most useful introductions to study will be found in Brown's *Manual of library economy*, Hitchler's *Cataloging for libraries*, and Quinn's *Manual of library cataloging*. It is important to know the main points of the International cataloging rules. Under's Rules for a dictionary catalog. References are given under the topics: theory and principles, comparison of different systems, active cataloging, codes of rules, author entries and subject catalogs and encyclopaedia catalogs, classified catalogs, bulletins and reading lists, methods of compilation, indexing, annotation, and forms of logs. Library history, foundation and development require a "knowledge of the history of libraries: private libraries and book collections; British, colonial, and United States libraries; laws, and powers and duties conferred on committees, finance, staff; buildings and fittings, including planning, specifications and details; book buying and accession; rules and regulations, policy of the service, hours, fines, open shelves, etc. *Wing's Story of libraries* and book collections supplemented by encyclopaedia articles. *Manual of library economy* and a few on legislation and architecture cover

the general features of this phase of the subject. Lists of the important libraries in Europe and the United States are included. Library routine is described as a "knowledge of principal methods of arranging the fittings, furniture, etc. in public rooms of all kinds; charging methods, records and forms, including indicators, cards, ledgers, etc.; registration of borrowers; special departments and collections of all kinds; aids to readers, including lectures, reading circles, information desks, book exhibitions, classes, relations between staff and public, and instruction in use of catalogs and library systems in general, museums and art galleries, including legislation, varieties and relations with libraries, but excluding their administration and arrangements; book-binding, stationery, printing, filing and preserving records, periodicals, etc.; office and staff routine and checks on work and readers; statistics. Students who are employed in library work will find this subject comparatively easy, but those who are not in the library service will think it as difficult as any. Educated persons who desire to enter library work should endeavor to obtain employment in some library as voluntary workers in order to obtain the necessary practical experience." Brown's *Manual of library economy* and Dana's *Library primer* are suggested as general reading. References are given under the topics: administration of reference, lending and juvenile departments, charging methods, registration of borrowers, reading rooms, arrangement of periodicals, school libraries and deliveries, ladies' rooms, branches, delivery stations and traveling libraries, local collections and surveys, special collections, reading for the blind, lectures and reading circles, staff and aids to readers, museums and art galleries, book binding, orders and checking, book repairing, filing of periodicals and statistics. A final chapter on "factors and percentages" is made up of statistics on the various subjects of the examination. These include the number of books in existence, annual output of books in several countries, classified statistics of books in public and other libraries, systems of classification and cataloging in operation in British municipal libraries, history and equipment of British libraries, including finance, income and expenditures. Practically all phases of library activity are covered by these statistics.

Exhibits of libraries.

Holiday literature and picture exhibitions.
J: Warner. Lib. World. 12: 49-54. Ag. '09.

An account of the exhibit in the Croydon public library. The exhibit consisted of printed material in the shape of guide books, pamphlets, lists of lodgings, maps, plans, prints, photographs, pictures and lantern lectures. Railway and shipping companies, tourist agencies, pleasure and health resorts were asked to contribute their advertising and descriptive matter, pictures and lantern slides. From the material received a Handbook of holiday literature was compiled. "In order to introduce the exhibition, six preliminary lectures, by leading authorities on holiday centres, were given in the week preceding the opening. The lectures for these occasions were either suggested by holiday agencies or selected from personal knowledge. Brief lantern tours, lasting about forty-five minutes, were given at 7 and 8 p. m. each evening the exhibition was open. The intervals were devoted to supplying material in response to the numerous requests for literature on the subjects of the preceding tours. For the purposes of these lantern tours the slides were selected from the lists submitted by the recipients of the circular letter. The accompanying lectures, as a general rule, were given by the senior officers of the staff either from personal knowledge or from notes supplied with the slides. Occasionally, however, they were given by outside men acquainted with the particular subject. A list of these lantern tours was contained in an eight-page 'Syllabus and programme of lantern tours,' is-

Exhibits of libraries—Continued.
sued in connection with the exhibition." The exhibit was well advertised and liberally patronized.

Fiction.

Courses of novel-reading. H. W. Mabie. Ladies' H. J. 26: 28. S. '09.

Sixteen groups of titles including novels of plot, character study, humor, realism, the West, New England, the South, the sea, English life, and historical, romantic, problem, sociological, old fashioned, and recent novels have been carefully selected.

Experiment in fiction. J. A. Rathbone. Ia. Lib. Q. 6: 17-8. Ap. '09.

To raise the standard of fiction reading requires quiet, persistent efforts to make better books known, to emphasize without appearing to force them. The Newark public library has a printed list of one hundred of the best novels, and a case containing copies of these novels is placed near the delivery desk. "In Buffalo the experiment was tried successfully of placing in novels of the lowest class admitted to the library, lists of books of a slightly higher grade, and in these, still better lists. As for example, in the back of one of McGrath's books a list headed 'Some other good books,' and containing for example, McCutcheon's Graustark, Oppenheim's Maker of history, Hope's Prisoner of Zenda, Davis' Soldiers of fortune. While in Soldiers of fortune might be suggested Churchill's Richard Carvel, Wister's Virginian, Spearman's Whispering Smith, F. H. Smith's Caleb West, Winthrop's John Brent. The philosophy of this means of approach to the mind of the reader is that you must start with him where he is, begin with something he likes, and following the lines of least resistance lead him to something better." A typical example of a graded list of fiction is: from E. P. Roe to George Elliot; Roe—Opening of a chestnut burr, Lyall—Donovan, Holland—Nicholas Minton, Montresor—Into the highways and hedges, Phelps—A singular life, DeLand—John Ward, preacher, Mrs. Ward—Marcella or Robert Ellesmere, George Elliot—Adam Bede. As a cure for Henty, the following are suggested: Brady—For the freedom of the seas, Crockett—Black Douglas, Weyman—House of the wolf, Stevenson—Treasure Island, Couch—Splendid spur, Runkle—Helmet of Navarre, Scott—Ivanhoe, Dumas—Count of Monte Cristo.

Indexes.

More guides to reference books. H: Jacobs. Pub. Lib. 14: 297-8. O. '09.

Valuable reference material is hidden away in the publications of learned societies, in trade and professional journals and in books. More printed indexes are desired. Printed guides to the sources from which information may be obtained, such as special collections in libraries and museums would aid librarians.

Legislation.

Library commission law in Illinois. Pub. Lib. 14: 301. O. '09.

The commissioners of the state library are empowered to appoint two persons, who, with the state librarian shall constitute the Illinois library extension commission. This commission is to exercise the usual functions of a library commission, under the advice, counsel and control of the board governing the state library. Provision is made for the appointment of a library organizer and the purchase and circula-

tion of traveling libraries. A small appropriation of \$1500 a year for inaugurating the work is available.

Library legislation in Iowa, 1909. Ia. Lib. Q. 6: 29-30. Ap. '09.

Model library commission law. Lib. J. 34: 360-1. Ag. '09.

Librarians and assistants.

See also Civil service for librarians; Examinations; Library training.

Librarianship and literature. E. A. Savage. Lib. Assn. Rec. 11: 389-97. S. '09.

"The function of a librarian is simple: he has to build up libraries and administer them to the best advantage. Administration is not a difficult duty: still even in the case of this duty most practical librarians cherish an ideal which they would like to realize, but cannot owing to their poverty. . . . This work of building goes on incessantly, and must be guided and watched without intermission. I agree that to build up a library one must not only be a good administrator, but an educated man. But even these qualifications do not make the most successful librarian unless they are conjoined with the most catholic spirit. A librarian in forming and arranging his library, on the one hand, must be sensitive to all suggestions made by the community he has to serve—and, on the other hand, he must be careful to disregard all personal predilections and tastes. Any bias which is apparent in a selection of books, and any attempt to force or persuade the public to read along certain lines, are in direct conflict with the best ideal of librarianship. This catholicity—this absolute sinking of oneself—is what I call the librarian type of mind. It is a much broader ideal, and I venture to think it is higher than the merely literary ideal of library work and librarianship."

Relation of the librarian to the community.

L. D. Waterman. Penn. Lib. Notes. 2, no. 3: 5-6. Jl. '09.

"The backbone of the ideal relation of the librarian to her community is interest. It makes the interest more vital for us now and then to stop and think what the term 'the public' means. It means the milkman, the mayor, your dressmaker, the minister and Mr. Brown's adopted son and you and me."

Things that matter: an attempt at a study in values. T. W. Elmendorf. Pub. Lib. 14: 281-9. O. '09.

An application of the cardinal virtues of wisdom, justice, courage and temperance to library management. "The beginning of wisdom for a librarian is to see clearly the end or purpose that his own library is founded to accomplish; it is to select deliberately and to hold steadily the appropriate means to accomplish that purpose, ignoring or casting aside as impertinent and a waste of the temple, any theory or any process that does not further, and further pretty directly, that purpose." There are a few revered institutions whose chief function has been "to collect and to preserve the rare and costly records of human thoughts and human activities." Public libraries are founded "thru the instinct for self-preservation of democratic communities, . . . to help make happier and wiser, therefore better citizens." The chief end of the older type of library is to collect and preserve for the few, while the modern public library is charged with the obligation to "collect and disseminate today, to the many." Applying the rule of wisdom to the purchase of books for a public library, the addition of rare and costly volumes whose chief value is due to something other than present utility, is unjustifiable because such books not only do not subserve the ends of such a library—their pur-

rians and assistants —Continued.

actually prevents the addition of volumes would tend to make wiser, better and richer citizens. "The same close rule, that of direct means toward a clear end, applies to purchases only, but also to processes.

10,000 volumes a year must be thrown ragged and soiled by use past all reason, bibliographic niceties of cataloging, its exact size in centimeters and itemized figures, are soon seen to be utterly futile. For matters a good bit whether a boy has 'The progress,' or Franklin's autobiography, 'Robinson Crusoe' when he wants it, but it is not one whit whether any one of them is li-xiv (Roman) plus 150 (Arabic) pages, xv (Roman) plus 149 (Arabic) pages, it only that the famous story be there complete in good round type and on fair white paper. Every copy will presently be food for the worm to be replaced by others which may equally have v-xvi (Roman) plus 148 (Arabic) pages.

It doesn't matter if the erudite and inquisitive cataloger records these things? It is by just this: Accurate records of such things take time, and time costs money; if we, consequently the money, goes to unnecessary things of this sort about books of this kind, the chances are extremely good that the supply of money for books will presently run short and 'Robinson Crusoe' will be when the boy wants him. It is only a matter of standard again. Bibliographic detail is necessarily recorded in collecting books as the only safe identification of editions. The distinction between which is imperative in libraries. Why should it be perpetuated in libraries whose purpose is such that editions are accurate and readable, which is, is the very last thing that matters? Time reasoning applies to the desire for surnames. In libraries which have the fullness of authors of similar names, even the fullness is sometimes necessary to distinguish them. For libraries of the popular kind it could not be enough to add distinguishing initials when necessity occurs? Wisdom by no means lessens labor for the librarian. It would simply turn the labor to things vital and therefore more interesting. Let us take just one example. The need in small libraries, especially, is for the most complete use of the resources at hand, which often are meager enough. There lies hidden in great standard books, which nearly every library has, much special and particular material which might easily be overlooked in hurried search for material. For instance, in the chapters on Roman law and the life of Mohammedanism in Gibbon's Rome, in the founding of the bank of England in Macaulay's England a chapter on the sense in Carpenter's mental physiology a beautiful version of the story of Iris 'Autocrat of the breakfast table,' and the beautiful telling of the story of Cupid and Psyche in Pater's Marius the epicurean."

As involved in the personal relations of library work is of two types: "The relations with those persons for whom we work, the individual patrons of the library; and the relations to those with whom we work, our fellow librarians or our own assistants. In regard to our relations with individual patrons, the power to realize clear to our hearts as one looks up at each person appears, that this is an individuality as our own brother, that for the time being his desire, his need, his gratification are as to us as if he were indeed our blood brother. It is the one power which will make it possible to satisfy him really, and its possession at the same time the one condition of being instantly recognized as a person one's self. This attitude practically settles for every question of courtesy on both sides. A bit of thinking of every individual as a social factor in the life of the community, a habit of remembering that his success or failure might mean, does mean, some-

thing of strength or of weakness to the land we love, makes the consciousness that it is important to serve just this need much easier to come by. He may be weak, he may be silly—it is up to me to give him a chance—the choice he is ready for. The other group of human relations, those between chief and staff, and members of the staff one with another, are subject to the same law. The chief who habitually thinks and speaks in general terms only of his staff, e.g. 'the loan desk assistants,' 'the cataloger,' 'the pages,' is apt to think of these persons as things, as tools to accomplish his ends, and, so regarded, the only force that he thinks of being able to put in motion through them is the power of his own will. He regards and uses them as automata and disregards and worse than wastes all the possible co-operating power of their personal wills and enthusiasms. The human interest, desire, enthusiasm of a well-chosen staff is undoubtedly the most effective, most valuable part of a public library's equipment. The arousing and conserving of this power is perhaps the most important administrative function of the chief. If the librarian realizes this, he will be wary of processes that needlessly wear or dissipate this force, and will eliminate drudgeries whenever possible. . . . The converse relationship is equally worthy of consideration. If a member of the staff regards his chief as a thing thru whom he gets the most money for the least cost in labor and does not try to comprehend and to further as best he may, even if incompletely, the purposes of that chief for their institution, he also loses all personal power, he acts like a thing, he is a thing, and verily he has his reward." Courage calls for the elimination of rubbish, the selection and keeping in order of usable material, and fortitude in meeting criticism. Orderliness and punctuality are forms of courage. Temperance points "to a wise and conservative, a sane use of that most valuable asset of the library, the strength and health and physical well-being of the staff, beginning with the chief and ending with the least."

Libraries.

See also Branch libraries; College libraries; Medical libraries; Scientific libraries; Subscription libraries.

Library and education. C: W. Colby. Lib. J. 34: 340-5. Ag. '09.

Public library: the people's university. W. H. Rollins. Ia. Lib. Q. 6: 23-5. Ap. '09.

Things that matter: an attempt at a study in values. T. W. Elmendorf. Pub. Lib. 14: 281-9. O. '09.

Notes on this article are given under the heading Librarians and assistants.

Bohemia.

On popular reading-rooms in Bohemia. Lib. Assn. Rec. 11: 326-7. Jl. '09.

"Reading-rooms developed in Bohemia in various ways. Their germs are found in the reading clubs, founded here and there before 1848. Their aim was fundamentally political, though professedly non-political. They were to be students of literature, and above all organized subscribers to Bohemian books in regard to which conditions were very bad then. These societies gave the only chance of circulation to books, and the country folk for instance had only prayer-books. Political conditions had a very great effect in this quarter and affected the circulation of newspapers specially. . . . Special difficulties, chiefly financial, affected these Bohemian reading-rooms founded by students, and they did not flourish as had been hoped. The difficulty arose thru the necessity of readers subscribing to the society which ran the reading-room and making small period-

Libraries—Bohemia—Continued.

ical contributions. The result was a demand for public support of existing or establishment of new libraries, supported by a strong agitation."

Dutch Guiana.

Colonial library at Paramaribo. F. O. Dentz. Boekzaal. 3: 212-6. Jl. '09.

England.

Library of University college, London. R. W. Chambers. Lib. Assn. Rec. 11: 350-8. Ag. '09.

Notable libraries: Halifax. il. Lib. World. 12: 57-9. Ag. '09.

Notable libraries: Worthing. il. Lib. World. 12: 99-101. S. '09.

Great Britain.

Libraries in the rural districts. H. Farr. Lib. Asst. 6: 389-94. Ag. '09.

Under the local government act, villages may establish libraries. There are not yet 100 public libraries among the thousands of villages, rural districts and small towns. Such libraries as have been established are maintained with difficulty, and depend on voluntary service. A proposal that annual grants in aid of rural libraries should be made from the treasury was opposed by Mr. Gladstone in 1891 because he "hoped that the liberality and enlightened judgment of the great landed proprietors would meet the difficulty and enable the villagers to enjoy the great advantages of institutions of this kind." There is no sign of the fulfilment of this hope. A few successful village libraries have been established or aided by the landed proprietors. There are parish and Sunday school libraries connected with the various churches and chapels. As early as 1817 a travelling or circulating library was established on a subscription basis. There are at present a number of such concerns circulating books in the rural districts at slight expense to the borrowing community. In the county of Hereford, an anonymous donor enabled the Bishop of Hereford to establish a county travelling library system. Several British colonies provide better library facilities for the rural districts than the mother country does. County councils should be empowered to administer the libraries acts. Little progress can be made until this is done.

Netherlands.

Free library and reading room at Rotterdam. G. van Rijn. Boekzaal. 3: 250-4. Ag. '09.

Library of the second chamber of the states general. J. A. Jungman. Boekzaal. 3: 2-5. Ja. '09.

Plan for the new open reading rooms at Utrecht. E. van Beresteyn. Boekzaal. 3: 245-9. Ag. '09.

Regimental libraries in our garrisons. D. H. Schilling. Boekzaal. 3: 160-72. Je. '09.

Ten years of the free library and reading room at Dordrecht. B. van Rijswijk. Boekzaal. 3: 238-44. Ag. '09.

United States.

Books as social servants: how the Cleveland public library is using its volumes to brighten the daily lives of men, women, and children. C. L. Hunt. La Follette's Weekly Mag. 1: 8-9. Jl. 24. '09.

Chicago public library. Survey. 22: 583-4. Jl. 24. '09.

Notes on this article are given under the heading Civil service for libraries.

Library conditions in Oklahoma. Daily Oklahoman. p. 8. My. 30. '09.

Although Oklahoma is but twenty years old, twenty-seven libraries flourish within her borders, nine of them being college and university libraries.

Report of the commission on the Chicago public library. Pub. Lib. 14: 325-6. O. '09.

A committee appointed to study the Chicago public library made its report to the library board. While the library has steadily maintained its reputation as a "collection of books relating to every department of knowledge and literature," it exemplifies the spirit of "inactive guardianship" rather than that of "aggressive helpfulness" which modern library progress has established as the right attitude for the public library. "The board of directors as a legislative body should be made up of men of the first rank, who have demonstrated their capacity for affairs. They should recognize it as their duty to determine their policies and leave entirely to the librarian details of administration. The librarian should be the executive head of the library. On him rests the responsibility of the administration. He should take the initiative in matters of policy and practice, should make nominations for appointments to the staff, recommend promotions or increases in salary; in short, he should assume all duties which devolve upon an executive officer. . . . No less important is the selection and maintenance of a classified staff. The methods of appointment, discipline and promotion should permit the introduction of the best classified persons wherever found. Unless civil service rules are administered with intelligent appreciation of the needs of the library they may seriously hamper its efficiency." The principles of library development and practice elaborated in this report are applicable to all public libraries to a greater or less degree, and the report, which will be issued in pamphlet form, should enable trustees and librarians everywhere to obtain a clearer view of their duties and the functions of public libraries.

Libraries, Use of by the public.

Significance of a public library and reading room in the life of a city. H. E. Greve. Boekzaal. 3: 235-7. Ag. '09.

Many librarians have recruited their most faithful readers from the working-class.

University extension and public reading-rooms. D. Bos. Boekzaal. 3: 142-50. My. '09.

An indispensable part of university extension work is a well organized public library.

Libraries and schools.

How can the librarian aid the teacher? W. A. Edwards. Nat. Educ. Assn. 1907: 978-82.

How the teacher can help the librarian. M. Jacobus. Nat. Educ. Assn. 1907: 974-8.

Teachers should give children a knowledge of the make-up of a book and the use of title-page, contents and index. The bibliographic guide posts, such as shelf list, catalog, and periodical indexes to be used at the library should be explained. The proper care of books and respect for public property should be impressed on children's minds. Business-like records of all loans from classroom libraries should be kept. Teachers should familiarize themselves with the methods of the library and its resources.

ries and schools—Continued.

keep track of the additions to the library. should avoid sending classes to the library for what has never been in it, and learn to make requests for library material specific subject. Some libraries set aside each during the school year the books that correspond with the schoolwork. Librarians are so glad to have advance knowledge of books that are to be made on the library, so have the material ready. Children should not be sent to the library for information that is not obtainable anywhere. Teachers should not require pupils to obtain the desired information outside of the encyclopaedias when any other obtainable material is beyond comprehension of any but mature students.

How to make the library more serviceable to students of school age from the library worker's view-point. E. L. Power. Nat. Educ. Assn. 1908: 1104-10.

Most libraries have a separate room for the children and a clubroom where teachers and children may meet together. These rooms are filled with well-chosen collections of reference books and books of literature, arranged and cataloged with a view to school needs. Provision is made for class reference, individual reference work, and also for reflective reading, personal talks about books and writers, readings and story-telling. Collections called 'classroom libraries' are sent into the schoolrooms to be administered by the teachers. General school libraries in the case of a library worker are put into school catalogs, lists, bulletins, and pictures are prepared for teachers and students. Some instruction in school methods is given in the library to the teachers. Instruction in the use of a library and the use of reference books is given to the pupils, normal, secondary and elementary schools. This is supplemented in a few normal schools by instruction in children's literature in the elementary grades by story-telling. In a few states, librarians are giving instruction in the teachers' institutes. All this work is planned and carried on according to local needs by the teachers and librarians, but the library has the initiative in most cases. In the children's room freedom of choice should be allowed.

If the selection of books is good and the children are wise and gentle guides there is no need for this freedom. "Library lists for children's use should include a good many titles, classified as to subject but not closely to the notes. The notes should be first descriptive, then critical, clear, definite and simple, rather than literary. . . . Lists to be put into children's hands should be short, of the kind and annotated from the child's point of view. Complete finding-lists are for mothers, teachers and librarians. . . . The clubwork, reading circles and story hours carried on by the children is the highest development of work by students within the library. . . . To direct the children's home reading and form their reading taste is a part of the teacher's duty. The librarian must never be asked to read all the stories. . . . Classroom libraries in the early grades are largely used as a means of stimulating language expression." Poetry, tales and stories are usually selected for the beginning with the fourth grade, there is of a larger collection including technical standard literature and books in sets. Condition can best be met by placing a library in or near the school building. Classroom libraries are especially useful in the lower grades where children are not yet able to do independent work. The school and room libraries should be under the supervision of a librarian with teaching experience who is able to assist at teachers' meetings, teachers' conferences and institutes. "Some instruction in the use of a few standard reference books should be given to children, beginning with the fourth grade. In order that they begin at a point of interest, it should be given to individuals or classes rather than

groups and may well be related to school work. The person giving this instruction should follow it with the children until they see some finished product, whether it be to the recitation room to hear 'more than the history book tells about the battle of Bull Run' or to the back yard to see a pigeon house."

How to make the library more serviceable to students of school age from the superintendent's view-point. L. E. Wolfe. Nat. Educ. Assn. 1908: 1099-1104.

In the form of "supplementary books, school libraries, public library lists put into the hands of the pupils, branch libraries, and books especially suited to pupils sent from the library to all the schools," the library idea has invaded the schoolroom. The books might be made "much more serviceable by indicating by pages their relation to the various school room topics, and to pupils of different types or temperaments." A joint committee of the N. E. A. and the A. L. A. could do a great deal in this field. Such efforts, however, would be hampered by the lack of "stimulating, scholarly, pedagogic books bearing upon all the principal schoolroom topics and suited to the grades; and because teachers as a class are not well read in the best of such books now on the market and more or less difficulty would be experienced in agreeing upon the vital schoolroom topics." The pupil should be prepared for social efficiency by being brought into "vital and stimulating contact, thru books and pictures, with the fundamental lines of race-achievement from primitive beginnings." The pupil, having thus "been brought into vital contact with a multitude of concrete cases of race-achievement . . . is likely to possess the motive and power to utilize fully the civilization which he has inherited, and possibly add to it." The problem before teachers and librarians is the preparation of "inspiring books, suited to the grades, on all great lines of race-achievement, for food, clothing, shelter, fuel, transportation, means for the transmission of intelligence, and last, the subduing of the baser appetites and passions and the cultivation of loftier desires and aspirations."

Library and the school. H. H. Seerley. Nat. Educ. Assn. 1908: 1110-2.

Public library and the education committee. W. H. Ostler. Lib. Assn. Rec. 11: 376-8. Ag. '09.

Public library and the school are parts of the educational system. Penn. Lib. Notes. 2, no. 3: 1-2. Jl. '09.

"The fact is that while the public library and the school are parts of the educational system they occupy two distinct fields. Neither is subordinate to the other; they are on the same level. The library can never take the place of the school nor can the school supplant the library. While the objective point of the two is the same the lines followed to reach it are entirely different. The school is formal in its methods, the library is informal in the extreme. Back of the teacher is all the power of the state, back of the librarian is nothing but her own ability to persuade. The child attends school because he is compelled, he attends the library because he wishes. From this comes a difference of attitude towards the child. To the educator the child is one who does not know what is best for him and who must be told and, if necessary, compelled to do it. To the librarian he does not know what is best, and must be led to choose the best by being attracted to it."

What some libraries are doing for the schools; symposium. Nat. Educ. Assn. 1908: 1081-7.

In the Cleveland public library the work with schools is divided into three sections: high

Libraries and schools—Continued.

school libraries, school libraries, and classroom libraries. These latter are being put into both the grammar schools and the primary schools. "High school work is chiefly reference work. In every high school there is a collection of books which is the property of the school itself. The public library supplements this collection and furnishes the library assistant to take charge of the work. The librarians of a number of high schools give a course in the use of reference books. Two of the high schools are at some distance from the nearest branch, and they are extending their work to the neighborhood. They are also in cooperation with the teachers of the grade schools near at hand. . . . School libraries consist of books from the main library and the collection varies in size according to the wants of the teachers and of others with whom the librarian comes in contact. And for this work we send out our librarians who work also with any neighboring schools (often with the Lutheran or parochial schools), and among the adults in communities that might not be able to get their books from a branch. . . . Books are constantly being sent out by the main library to supply the demands upon the school library." In addition, the librarian does story telling whenever it is demanded in the rooms of the building, and does reference work for the teachers, taking their demands down to the main library and hunting up just such books as are suited to their needs. A classroom library is a collection loaned to a teacher who keeps it in her schoolroom and acts as its voluntary librarian. The teacher asks for the titles or subjects she desires. Each month a visit is made to the teacher, who then has an opportunity to ask questions concerning the books and to secure desired exchanges of books. Teachers are encouraged to come to the library to make their own selections and to confer with the school librarian. In one of the Cleveland public schools where many children of foreign parents attend, a story hour is regularly held, stories of biography and English literature alternating with history stories. Classroom libraries suited to beginners in English are used in this school. The Cleveland public library has a supervisor of reading-clubs. These clubs use rooms in the libraries. "Subjects for debate were frequently the outgrowth of their history and civics lessons. One club did quite a little general reading along the line of English history. . . . Their interest in this case was discovered by their accidental finding of Tappan's *In the days of Queen Elizabeth* on the table when they came for their first meeting. Current events formed a two-minute part of the program in several clubs. . . . One club of little girls gave their dramatized version of Stockton's *Old pipes and young dryad* before an audience of parents and young friends." The public library at Hartford, Connecticut makes a special effort to send to the schools, books, that tell how to make and do things. Many children are thus inspired to occupy and amuse themselves. One child made a miniature Wild West show, which is kept at the library as an exhibit. "Every public school teacher and every principal should make an opportunity when the child leaves the school to impress upon that child's mind that there is still an avenue for education before him in the contents of the public library."

What the school needs from the library. I. Austin. Lib. J. 34: 305-8. S. '09.

The rote system of instruction has not been altogether outgrown, so that teachers have not come to feel the need of the library fully. The librarian should make teachers feel this need. The normal schools should be rescued first. Library bulletin-boards should have a definite place in each school building. Here should be kept a catalog of the library, lists for special purposes, news notes, etc. "Keep the bulletin changing and alive!" Have a special corner at the library for teachers and their reference

books and periodicals. Teach them to use the library so that they may wait upon themselves. Let them have liberal privileges in borrowing books. Give teachers reliable guidance in the choice of books on given subjects. Help and encourage them to adapt stories themselves from the originals rather than to use "written down" stories from so-called "children's book." Lend pictures and lantern slides to the schools. The librarian in her direct dealings with children would find mother's meetings at the library profitable. Class room libraries lent to the schools, branch libraries near school buildings, story hours, library exhibits and lectures, reading circles directed from the library and personal guidance of every child in his reading are other means of bringing teachers, children and libraries together.

Library advertising.

Library advertising. E. Carver. Penn. Lib. Notes. 2, no. 3: 2-5. Jl. '09.

"Tell the people who come to the library of some of the attractive things you have of which they know nothing. Take time to talk to your patrons, find out their hobbies, their worries or their work, then you will be in a position to suggest something they are sure to like. This takes time and may not be practical in a large library but we have found it is in a smaller place where you can learn to know individually your patrons. . . . Asking one man the other day what he would consider the best way to get at him, if he were not a user of the library, he brought forth this idea—that lists of subjects, not books, should be published, and that these subjects be not stereotyped but unusual ones, as the workingman often has ideas outside his daily business, and in such a list every one would find something to excite his curiosity and make him think of possible things that might be found at the library. . . . We make it generally understood that if the library cannot cover the subject matter desired, we will make every possible effort to obtain the required information. Just here we have had many occasions to appreciate the co-operative spirit among our library neighbors. When such material is received we immediately send word to the person interested by telephone, if possible, or by note. If a book is bought that has been recommended by anyone, a card is sent that person and as many others as we feel would be interested, saying that the book is in the library. When buying books we, of course like everyone else, think of somebody or a number of bodies who may make use of them and when one of those same somebodies comes into the library attention is called to the books and we tell them we had them in mind in selecting that book and give them a reason therefor. . . . Lists of our new books are placed in the bowling alleys and billiard rooms. . . . In approaching the public directly, the newspapers are used—we have two dailies and one has given us a corner just above the society items—two columns wide and depth according to the amount of material submitted. Here we print lists on special subjects—humorous things, not too personal, that have happened in our own or another library—annotations of some of the interesting things in print—limited lists as 'Twelve good books for the school girl'—'Stories popular among the men'—'Ten different women at the library who tell you how to make good things to eat'—the effort being to have different things each time as this appears regularly each Saturday. When enough new books have been gathered to make a list it is printed simultaneously in both papers and one of them saves the type and prints it in bulletin form at the rate of fifty cents a hundred. These are distributed to our patrons who, by saving back numbers can have a primitive catalog of the later additions to the library."

Library architecture. See Buildings.

Library commissions.

See also Legislation.

Library commission law of Illinois. Pub. Lib. 14: 301. O. '09.

Notes on this article are given under the heading Legislation.

Work of a library commission; a note on the Wisconsin free library commission. J. D. Stewart. Lib. World. 12: 63-6. Ag. '09.

Library exhibits. See Exhibits of libraries.**Library methods.**

See also Library advertising.

Borrower and his book. F. L. Rathbone. N. Y. Libraries. 1: 228-32. Jl. '09.

Notes on this article are given under the heading Reading.

Guide to librarianship; a series of reading lists, methods of study and tables of factors and percentages required in connexion with library economy. J. D. Brown. 93p. '09. Libraco limited. London.

Notes on this article are given under the heading Examinations.

Things that matter; an attempt at a study in values. T. W. Elmendorf. Pub. Lib. 14: 281-9. O. '09.

Notes on this article are given under the heading Librarians and assistants.

Library training.

How far should courses in normal schools and teachers' colleges seek to acquaint all teachers with the ways of organizing and using school libraries? D: Felmley. Nat. Educ. Assn. 1908: 1087-93.

The school library must enable the student to use books as tools. He must understand card catalogs and indices, and be able speedily to find topics in books of reference. The library must help him to know good books, to love them, and to acquire the habit of reading them. . . . No teacher is qualified for the modern school unless he knows where to look, for what to look, and how to look, in getting information." The normal student "needs acquaintance with the standard reference books—encyclopaedias, dictionaries, gazetteers, atlases, almanacs, guide books, etc. The student should be familiar with the special merits of each, the various appendices and supplements; he should know that it is sometimes better to consult an old edition of a book of reference. He needs also acquaintance with the special handbooks like Harper's book of facts and Brewer's Reader's handbook. He needs knowledge of the various indices of periodical literature and of government publications. He needs to know how to use preface, tables of contents, and running headlines to locate his special topics. He needs to know how to study the references when found, how to take notes intelligently." This knowledge must come thru daily use of the reference library and lectures by the librarian. Teachers and librarian must cooperate. Many students come to normal schools wholly unfamiliar with libraries. "A welcome from the librarian, and a personally conducted trip thru the library as she explains the larger features of the organization and arrangement, will banish the sense of strangeness. But not all this needed information can be acquired thru trips and talks. It must come thru the daily use of the reference library. Unless the instructors in the normal school are familiar with the library, its

contents and organization, unless they have learned to use the library, and provide for its systematic use by their pupils, the normal-school student is not likely to become skilled in the use of the library. Teachers frequently send pupils to the library with a topic stated so vaguely that neither students nor librarian can guess what is wanted, or refer a whole class to a book of which the library contains but a single copy, or refer a class to a single title when the library has half a dozen better books on the subject. "A teacher experienced in the use of the library will rarely send a whole class of beginners to the library to investigate a topic without himself furnishing a reference sheet for their use, or giving the librarian ample notice. Teachers may feel that they are losing valuable time when they stop to give formal instruction in the use of the library in their subject. Yet we may doubt whether any time is better employed. If a student makes out a bibliography by book, chapter, and page, of the library resources touching a particular topic, or if a class prepares for its successors a card catalog of all articles and chapters that they have found especially helpful, along with the ordinary information gained has come the appreciation of a new method of study." Students waste much library study thru not knowing how to read and take notes. They copy words rather than read with understanding. A teacher in a normal school faculty of today must be a library student, must have learned to make systematic use of a library. "In a good normal-school library every term's work in the practice school is organized around the available material in the library. The student-teacher is assigned to his class early enough to gain some preliminary acquaintance with this material. He thus inherits a part of the experience gained by his predecessors. Thru his own independent reading he may be able to make worthy additions to the reference sheets or card catalog, dealing with his term's work. At all events no student-teacher should be passed unless he shows as fair a degree of skill in the use of the library as he shows in his questioning, his lesson-planning, his assignments, his use of apparatus, or other details of instruction. The normal student also needs a knowledge of the great names in literature, art, and science, with some idea of the place and spirit of each writer. The normal student should also know children's literature. Aside from the comparatively few such books that the student may be able to have personal acquaintance with, there are reliable lists that may safely be recommended to parents and teachers from which to select. A normal student going forth as a teacher should be equipped with some knowledge of library technique. Schools either have public or school libraries to be worked with, or there is need for immediate effort to start a library. In any case, the teacher "needs more or less knowledge of books from the librarian's point of view: how to select, order, accession, classify, catalog, label, and repair them; a knowledge of paper, type, and bindings; of pictures, and periodicals; of charging systems, and library laws." With a public library in a community, the teacher needs to be able to find his way thru the library and explain its working to his pupils. Teachers should be thoroly instructed in the use of the school library, and all those "destined to work in our larger cities in co-operation with public libraries under trained librarians need a knowledge of library organization and administration."

Instruction of all prospective teachers in the contents and use of libraries. E. T. Sullivan. Nat. Educ. Assn. 1907: 967-72.

Library training-class. Dial. 47: 35-6. Jl. 16, '09.

"The library training-class is doing good work. The educating and "breaking in" of apprentices by this practical method, where the public library is large enough to afford the

Library training—Continued.

requisite facilities, and is also in constant need of new recruits to its working force, cannot be too highly commended. As compared with that admirable institution, the library school, there is a saving of time and expense to the learner, and an avoidance of that sometimes excessive devotion to theory which a two or three years' course at Albany might conceivably encourage in some zealous students. Local conditions and local needs are also better learned in the library training-class, and greater surety of immediate employment at the end of the course may sometimes be counted on. The Springfield (Mass.) Public Library has just sent out its annual circular to Smith and Mount Holyoke colleges and to local high schools, announcing the approaching examinations for admission to a training class of six, the course to cover ten months (less four weeks of vacation) and to involve forty-three hours of work each week, including two evenings. One month's instruction and practice in each of the library's several departments will be given, and there will be prescribed reading as well as regular lectures or talks."

Preparation of librarians for public-school libraries. D. B. Johnson. Nat. Educ. Assn. 1907: 962-7.

Two library courses are given in the Winthrop normal and industrial college—one to the freshman class and the other to the seniors. "The course for the students entering freshman class consists of reference work to familiarize them with some of the most important books of reference and to train them to a systematic and intelligent use of books and the library. In this course a study is made of dictionaries, annuals, indexes to general and periodical literature, books of quotations, etc. Instruction in the classification of the library and the use of the catalog is also given. One period a week in class for the first term (half the session) is given for this course. The freshmen are given this course for two reasons: 1. to enable them to use the library to better purpose throughout their college course, and 2. that they may have some library training to be used in their homes and schools if they have to drop out of school before graduation, as many of them do. The course for the seniors is arranged to give such instruction as is needed in the formation and care of a school library. It includes the following: selection of books—books suitable for the different grades, best editions for school libraries—most useful government publications, book-buying, classification, book numbers, accessioning, cataloging, shelf-listing, charging-systems, picture bulletins, care of books, mending books, making of picture bulletins, state school-library law, state library list. One period a week in class for the second term is given for this course. The librarian does the teaching. We have a model school library in the classroom, consisting of the books in the state library list, which is used by the students in all the practice-work given in the course. . . . What is imperatively needed and must be done is not for normal schools to train professional librarians for public-school libraries, for these libraries cannot afford such luxuries even if they needed them, but to train teachers in library methods and in the use of books so that they may manage effectively the public-school libraries in connection with their teaching."

Manuscripts.

Monastic book-making. A. Morgan. Lib. Assn. Rec. 11: 303-20. Jl. '09.

Medical libraries.

Medical library and its contents. J. W. Farlow. Lib. J. 34: 401-5. S. '09.

There exists a tendency in medical literature to neglect the historical side. The medical li-

brary should gather together what relates to local medical history and biography. Modern medical literature is often in the form of theses and monographs. These should be secured from institutions of medical instruction, and research in Europe and America. A medical library needs bibliographies. The Index catalog of the Surgeon-general's library and the Index medicus are indispensable. Periodicals in various languages, biological and psychological literature, the progress of tropical medicine, veterinary medicine should be kept up-to-date.

Municipal reference work.

Municipal legislative reference libraries: should they be established and maintained as a part of the public library of a city, or as an independent department or organization? S. H. Ranck. Lib. J. 34: 345-50. Ag. '09.

Municipal reference libraries have been organized in Baltimore, Newark, New Jersey, Chicago, Milwaukee, and probably in other cities. These libraries are either separate creations of the city government or are part of the work of established city departments. By resolution of the city council the public library of Grand Rapids, Mich. was made the medium of exchange for all municipal publications. The library has been serving as a municipal reference department. Municipal publications are hard to get, owing to the lack of centralization in their distribution. It is a waste of time for the average small city to collect municipal documents extensively. Such a collection of documents is valueless unless classified, cataloged and indexed. To be useful it must be under trained and impartial management. Most of our public libraries are not able to handle such a collection in an efficient manner. Work with documents is only a small part of the activity of a municipal reference library. Correspondence with other municipalities either to obtain information or to impart it consumes much time. Much work is being duplicated for want of centralization of effort. If, however, a municipality decides to have a municipal research library, it can be done at less expense and more effectively by the public library than by the creation of a separate department. We should look forward to a central bureau to supply certain classes of information for all the country.

Newspapers.

Newspapers in libraries? G. H. Tripp. Pub. Lib. 14: 298-9. O. '09.

"Daily papers are a legitimate addition to the stock of a well-rounded library. . . . Opportunity to consult the better metropolitan journals, and those of a different political faith, will tend to counteract the narrowness which results from seeing one paper only. . . . The public demands the opportunity to consult these papers in a free public library. Is there any reason why the vagaries and whims of those who would endeavor to prove their descent from English nobles or Mayflower ancestry should be any more regarded than those who desire to keep posted on the events of the day from the standpoint of observers who record their impressions in the columns of the daily papers?"

Normal schools. See Library training.

Periodicals.

See also Newspapers.

8.

ries and visual instruction. A. W. Rams. N. Y. Libraries. 1: 235-6. Jl. '09.

al instruction is a method of reaching ind thru the eye." Pictures and reproductions generally are the means promote this kind of instruction. The rk state education department has a devoted to the collection and lending is of visual instruction. These consist pictures, lantern slides and hand photo-

This material is loaned to schools, li- and study clubs. The wall pictures are framed and are loaned for one year e of fifty cents. Lantern slides on a nge of subjects may be borrowed for eks at a nominal fee. Reading circles dy clubs find the collection of hand aphs especially useful.

documents.

e also State documents.

nnment as publisher. Boekzaal. 3: 48-52. 09.

asizes the need in the Netherlands of al similar to our superintendent of doc-

9.

e also Children's reading; Fiction.

wer and his book. F. L. Rathbone. N. Libraries. 1: 228-32. Jl. '09.

ding the reading of library patrons, the l task is that of arousing the imagina- d overcoming the lack of initiative. In ction of reading, people follow the line resistance, which is usually the recom- on of their neighbors or the backing of vews or the availability of volumes in ' book case in the library. Impersonal on may be employed by means of care- tion and purchase of books, the removal s when their usefulness is passed, or ue superseded, and the establishment customs for borrowers as shall make the freest use of the library that is nt with care of its books. Instead of at limit the number of books that a r may have, it would be better to "se- h more care and throw open the bor- customs." It is better that a book be in use than on the shelves. If it hen called for, the patron may leave st for it, and be notified by postal card 'eturn, unless it is fiction. If two or serves are on file for a non-fiction book, tion of the purchase of a duplicate copy be brought up at once. Members of f at the loan desk should be diligent in he librarian in book selection by study- demands of patrons. "Open shelves; nber of books to a borrower, fiction or ion if not in demand; a sufficiently long f retention to permit a person to make urative study of the books—four weeks, with renewal if not reserved by some rrower; free reservation of non-fiction ith postal notification; and generous e of books on approval upon the request rrower" are measures that would help ore and better reading. Fiction should ted with care and circulated freely. readers would be benefited by a wider f fiction reading. A good plan is to r- ction alphabetically by authors' names shelves below the level of the eyes the book stacks. "Many a serious book n borrowed because it caught the eye eeking fiction." New fiction should be at once in its regular place on the

A few borrowers may give up the for new fiction and abandon the li- but more will turn their attention to eading and be thankful for the removal

of the new fiction books from their customary lost of vantage. The problem is to bring the book and the person together. One impersonal method of influencing reading is by purchasing on approval at the patron's request. Request blanks scattered among the stacks will encourage readers to make requests. When a book so purchased arrives, the patron should be asked to read it and fill out a criticism blank, as well as to report personally on the book. Fiction also may be read on approval, thereby encouraging discrimination on the part of the reader. Another impersonal method is by the use of selected lists of best books on a subject. These may be pasted in the books and kept at the loan desk for distribution. New book lists may be kept for distribution near the new book case. Special topic cases of books carefully selected and displayed constitute a third method of impersonal suggestion.

Danger of books. H. E. Gorst. Ind. 67: 193-5. Jl. 22, '09.

"There is probably nothing upon earth more hopelessly destructive of the mind, and its ordinary mental processes, than the serious literature, with an educative purpose, which it is the highest moral aim of the librarian or instructor to put into the hands of the reader. Fiction does infinitely less harm to the mind than the most solid and informative work. The average modern novel has, scattered over its three hundred pages or more, at most half a dozen statements or reflections for the mind of the reader to assimilate. You cannot get mental indigestion from reading the fiction of today. Possibly you may obtain false views of life; but these are easily corrected through personal experience. There is nothing, at any rate, to inflict a permanent injury upon the mind by drastic interference with its normal working. All, therefore, that can be urged against the reading of novels and romances is that a great deal of it is sheer waste of time. . . . The chief harm of books lies in the filling of the mind with solid chunks of undigested material. Nobody—except, perhaps, a successful lawyer trained to the assimilation of briefs—could possibly read and digest three or four pages of raw facts, such as are set out in a history or other textbook. . . . Apart from the individual harm done by each book, modern culture aims at the widest possible range of reading. If the most voracious seeker after knowledge were to read one-tenth of the books which are habitually quoted as being indispensable to the cultivated individual, he would have no mind of his own. He would degenerate rapidly into a pale and flabby reflection of the standard authorities. . . . You might receive no education at all from devouring fifty books of the most approved type; and you might get a perfect education thru learning to read and digest one with intelligence—that is to say, by applying your own powers of reflection and thus regulating the load of material thrown upon the mind. Not only cannot the mind develop originality, but it cannot work at all, if it be systematically choked up with facts and with the ideas and opinions of others. Books are therefore absolutely dangerous to healthy mental development. Even the most admirably balanced books, where the artistic presentation of the material ensures its ready absorption by the mind, can act upon the individual in a highly detrimental fashion. . . . Let no man, therefore, be proud of the number of books that he has read. He should rather be ashamed of having had such liberal recourse, not to his own thinking powers, but to the opinions and reflections of other people."

Dr. Eliot's "five-foot" library. Cur. Lit. 47: 158-9. Ag. '09.

Dr. Eliot's five-foot shelf. Bookm. 29: 580-2. Ag. '09.

Five feet of culture: comment on Dr. Eliot's selection. Dial. 47: 83-4. Ag. 16, '09.

Reading—Continued.

Owning up to what one has not read. Ia. Lib. Q. 6: 22. Ap. '09.

Popular education in literature. C. Gauss. Lib. J. 34: 391-4. S. '09.

"In the schools it is necessary to grade texts according to the maturity of the student; maturity, I mean, in life and experience. You give them Walter Scott before you give them Carlyle or Shakespeare. Now in teaching the popular audience you take this maturity for granted. You do not have to begin at the bottom and strive slowly and painfully upward, but with one great leap you take them to the very top of the mountain and, like Satan, show them all the kingdoms of the earth. You lead your students, if they are mature, immediately into the realms of gold. It is easier to give them Shakespeare than Rossetti, and I hold that it is a mistake, and a serious mistake, for the man who is dealing with the popular audience to begin with the intention of leading his audience up thru a wilderness of books to an appreciation of the grand old masters. . . . To make the work of the lecturer a success, the librarian must take it up exactly where the lecturer leaves it. When lectures are given in your cities you must see to it that such books as he recommends are placed within easy access of the people, and in sufficient quantities. You must also stand ready to give the student when he starts in to read such information and guidance as may be necessary."

Temple: the ear. L. Abbott. Outlook. 92: 640-1. Jl. 17, '09.

What college students read. D. H. Stevens. Outlook. 92: 651-2. Jl. 17, '09.

"The college student of to-day has a whole-some, though misguided, taste in his general reading. Doubtless a more careful direction of his outside reading during high school years would greatly develop his taste for standard fiction. American college students are clearly deficient in two fields of knowledge that are familiar ground to their English cousins, namely, present-day politics and the English Bible. A similar inquiry in English schools would scarcely reveal any such ignorance of biography as appears in this specific case. This lack of interest in biography, as well as other faulty habits in reading, might easily be remedied by the suggestive direction of high school and college instructors. It is a matter worthy of attention. The acquirement of a correct taste in reading is a large part of a liberal education, particularly in an age when reading is an almost universal habit. There are many evidences of poor taste in reading thruout America. The mass is unwieldy and the process of improvement slow. But there is a very definite work, and one that will greatly elevate the general taste for profitable reading, to be done in our colleges and universities."

Reading rooms.

Plan for the new open reading rooms at Utrecht. E. van Beresteijn. Boekzaal. 3: 245-9. Ag. '09.

Reference books.

Terminological dictionaries. J. D. Stewart. Lib. World. 12: 87-92. S. '09.

"The list comprises the principal English and polyglot dictionaries of special terminology. Dictionaries forming actual manuals of subjects are not included."

Reference work.

See also Municipal reference work.

School libraries.

See also Libraries and schools.

How far should courses in normal schools and teachers' colleges seek to acquaint all teachers with the ways of organizing and using school libraries? D: Felmley. Nat. Educ. Assn. 1908: 1087-93.

Notes on this article are given under the heading Library training.

Scientific libraries.

Need of a great reference library of natural science in London. E. R. Lankester. Nature. 80: 427. Je. 10, '09.

Representation of science and technology in public libraries. E. A. Savage. Lib. World. 12: 46-8. Ag. '09.

Shelf lists.

Shelf list and the small library. N. Y. Libraries. 1: 250-1. Jl. '09.

Shelving of books.

See also Book storage.

Hundred million volumes housed in a city block. Lib. J. 34: 389-90. S. '09.

State documents.

Notes on some recent New York state publications of interest. F. L. Tolman. N. Y. Libraries. 1: 239-40. Jl. '09.

Storage of books. See Book storage.**Story telling.**

Origin of story telling. R: T. Wyche. Story Hour. 1: 6-10. My. '09.

Subscription libraries.

Subscription library and the state. N. Y. Libraries. 1: 226-8. Jl. '09.

State authorities are concerned with the establishment of free public libraries. Subscription libraries are essentially private affairs, and state library officials can have no more to do with them than with the private library of an individual. There is no room for doubt that a free public library is of more service to a community than a subscription library.

Technical literature.

Representation of science and technology in public libraries. E. A. Savage. Lib. World. 12: 46-8. Ag. '09.

Travelling libraries.

Libraries for sailors. Rivista d. Biblio. 20: 73-5. My. '09.

Origin of traveling libraries. Rivista d. Biblio. 20: 63-4. Mr. '09.

Traces the history of traveling libraries in the United States and advocates the establishment of a similar system by the public libraries of Italy.

Recent phases of library development. L. E. Stearns. Chautauquan. 56: 116-22. S. '09.

An account of the work of the book wagon of the Washington county free library at Hagerstown, Maryland.

Travelling libraries for township and counties. Ohio State Lib. Bul. 5, no. 3: 11-8. Je. '09.

VOL. III

No. 4

Library Work

JANUARY 1910.

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LIBRARY WORK

VOL. III.

JANUARY, 1910

No 4.

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being the intention to cumulate all entries
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numbers on file, rather than to bind them.

Distribution of Government Documents

Much as has been said about the prevail-
ing wasteful and clumsy methods of docu-
ment publication and distribution, few of the
desired reforms have been inaugurated, and
the immediate future gives no promise of
relief for libraries. Many libraries, particu-
larly small ones, owe debts of ingratitude
to congressmen for the depository burdens
imposed upon them. Many others would
put documents to the best possible use if
the methods of obtaining them were not so
intricate.

The Monthly catalogue issued by the su-
perintendent of documents fails, in the
case of many documents, to state that they
may be secured free of charge from the of-
fices or bureaus issuing them. Persons un-
familiar with the machinery of government
authorship are frequently in doubt as to
whom to address to secure the desired pub-
lications. To acquire a dozen selected pam-
phlets might mean writing to eleven offices
and one congressman. The selected lists
of documents recommended for small librar-
ies—such lists as those given in the A. L.
A. catalog, J. I. Wyer's United States
government documents, the Eclectic catalog,
and News notes of California libraries for
October, 1909, indicate a bewildering variety
of ways of getting the various publications.

The need for centralization of distribution

has been recognized by the documents office
and made the subject of suggestions in a re-
port. The reluctance of publishing offices
and congress to relinquish control of the
distribution of documents is the chief ob-
stacle to reform. This control is a cherished
official prerogative involving a waste of
public money and frequent failure to place
the documents where they will serve the
purpose of their publication.

It seems doubtful if reforms desired by
librarians will be instituted unless librarians
themselves give the movement impetus. If
as much energy and organized effort were
directed toward document reform as was
put into securing copyright legislation, grad-
ual progress toward the desired end might
be hoped for.

At least two plans for distribution might
be considered. Either of them would con-
template the documents office as the center
of distribution. There are those who advo-
cate the abolition of free distribution of
government documents, and favor their sale
at nominal prices, equal at least to the cost
of mechanical production and transporta-
tion. It is argued that libraries would be
glad to pay a few cents for a pamphlet or
a volume if they could be certain of obtain-
ing what they want at a central office within
a reasonable time after publication. Another
plan is to make the documents office the
sole agency of free distribution as well as
of sale.

It does not seem likely that congress
could be prevailed upon to curtail so valu-
able a perquisite as the free distribution of
documents to constituents. More hopeful
of success would be the effort to secure a
library edition of nearly all documents for
distribution to libraries by the documents
office, and also to entrust to that office the
free distribution of documents to others
than libraries upon nomination of the proper
officials. By having a central mailing list,
duplication of distribution might be avoided.

Concerted and sustained effort will be
necessary if librarians secure a more satis-
factory distribution of documents.

Cooperative effort among librarians is
still in its initial stages as indicated by
the following circular letter recently issued
by Librarian Yust of the Louisville free
public library:—"In November the Louis-
ville free public library decided to print
a list of Christmas books for children re-
commended by the library. The Cleveland
public library had printed such a list in
1906 and again in 1907. This list was re-

LIBRARY WORK

printed with the substitution of 20 recent titles. It contains about 200 entries, classified, and giving author, title, publisher and price.

"Institutions on the library mailing list were notified that they might order copies with their own imprint at \$1.50 for the first 100 and 70 cents for each additional 100. This did not include postage, which cost 28 cents per 100. As a result orders were received for 7,100 copies from 30 libraries.

"There is nothing new or striking in this experiment, but it emphasizes anew the possibility and value of co-operation in printing lists of this kind. Hundreds of libraries could use such a list to advantage and would probably order copies, if they were given sufficient notice far enough in advance of publication. When other libraries plan to issue similar lists they will confer a favor by notifying the Louisville library."

President Taft and Postmaster-General Hitchcock have called the attention of Congress to the annual deficit of \$17,000,000 in the business of the post-office department. The Postmaster-General attributes the deficit to the inadequacy of the rates on second-class matter. Concerning his recommendation of higher rates the Outlook says:—"Mr. Hitchcock says that the chief item of loss in his deficit is the \$63,000,000 chargeable to the second-class postage on newspapers and magazines; that he pays the railways nine cents a pound for what he charges the newspapers and magazines only one cent a pound. His remedy is to increase largely the price of postage, from two to four hundred per cent possibly, on weekly newspapers and magazines. We have pointed out in a previous article that this would seriously cripple these periodicals. Is this the way to make the United States post-office successful as a self-supporting business? Is it the course that would be pursued by the general manager of a great private business?

"Mr. Hitchcock says that in the weeklies and monthly magazines he has to carry at a loss a great volume of advertising pages which he thinks are not admissible to cheap postage rates on the ground that they aid in the general diffusion of intelligence. It may be that magazine advertising is not a factor in the diffusion of general intelligence, altho that question is susceptible of argument, but on business grounds alone we contend that the advertisements in the magazines and weeklies are a distinct source of profit to the post-office. Advertisements in the daily newspapers are addressed to persons in the immediate locality; they are designed to encourage personal calls at the shop or office of the advertiser. On the contrary, the chief object of advertisements in the weekly papers and magazines, which circulate all over the country, is to create correspondence by mail. They are very important and profit-

able feeders of that branch of Mr. Hitchcock's business which brings in a net profit of \$74,000,000 a year. If Mr. Hitchcock wishes to reduce the profits of letter postage, one of the most effective ways would be to reduce the business of the weekly papers and magazines.

"The Outlook does not ask to be carried by the post-office department because it is a purveyor of general intelligence. All it asks is that some general intelligence be applied by the readers of the newspapers and magazines to a consideration of the postal deficit. These readers constitute a large majority of the stockholders who are primarily interested in the business of the post-office. If the United States post-Office is to be regarded as a business enterprise the deficit should be treated as it would be in any well-conducted private business. Wise merchants and manufacturers who are not monopolists do not increase prices until they have exhausted every honorable and reasonable means to reduce cost. Who knows but that the item of railway cost to the post-office might be materially reduced if an effort in that direction were seriously made? Might not Mr. Hitchcock get some useful suggestions on this phase of the subject from the express companies, which earn very large profits and pay the railways very much lower rates than the post-office pays?"

Some of the magazine publishers have organized a clearing house to control subscription business and one of their first acts was to make a ruling that librarians cannot take advantage of clubbing offers given to individuals. This ruling means a substantial increase in rates paid by libraries. Publishers contend that many use library copies and thus avoid subscribing for themselves; this may be true in some instances but it is also true that many would not, and a library use is surely better than no use at all.

It is pretty well established that the principal support for those periodicals with large circulation comes from advertising. Publishers constantly enlarge on the fact that several people read every number that is circulated and tempt the advertiser by more or less scientific demonstration of their "actual" circulation as compared with number of copies sold. Since profits are made on advertising and not on subscription it would not be surprising if many periodicals could better afford to donate copies to all libraries rather than be cut off their list. Suppose, as the publishers assert, the average family has four readers, then the library could easily claim a hundred and a library subscription is worth twenty-five times as much from an advertising standpoint. If the library copy brings twenty-five times the advertising return to the advertiser it certainly will, in the end, be a greater benefit to the publisher. Many magazines weighing a pound

LIBRARY WORK

ld for seven cents, probably less the cost of manufacture. If, as is evident in the case, the publisher loses on the first copy and gains only by subsequent copies where they will pull advertisement, is not a library circulation his most valuable asset?

Library Notes

Cleveland public library has established a class for systematic instruction in the use of work with children. The course is an eight months' study and weekly sessions are held in various children's rooms. It includes the general instruction given to the first class, some instruction at the Junior Reserve library school besides systematic instruction. The full college course in library examinations are required of those who take the course. A list of the children's books in its Broadway branch has been issued by this library. The current lecture course of the public library of Grand Rapids, Michigan, contains lectures devoted to the American navy, the fishing service, the lake shores of Michigan, "Soo," the civic activities of Grand Rapids, and Ben Hur. The library has also issued post cards and other pictures illustrating the buildings and life of 400 American colleges and universities. These slides have been mounted and provided with labels giving brief statements relating to each institution. The collection has been housed in a corridor. The library encourages systematic reading by those who have not time to come to the library, the loan department of the Carnegie library of Pittsburgh has systematic formation of library circles. The list of would-be readers is met by the staff of the central loan department, the nearest branch, who plans their use and registers them as borrowers. A list of time for the borrowing and return of books is agreed upon, and a message who is paid by the circle, chosen. The museum of the public library of Springfield, Massachusetts, held a special

exhibit of birds mentioned in the Cook and Peary reports. These included the great black-backed and herring gulls, the little auk or dovekie, the razor-billed auk, Brunnich's murre, the ptarmigan, and the knot or red-breasted sand piper.

A Medical library association has been organized in Great Britain. Its headquarters are at the University, Manchester.

The Thaddeus Stevens school of Pittsburgh has been thrown open for evening use as a social center. The West End branch of the Carnegie library has agreed to equip and supervise a reading room at this center.

The public library of Newark, New Jersey has recently published a revised edition of Reading for pleasure and profit, a list of certain books which young people find entertaining, being chiefly books which older readers enjoyed when they were young.

The Louisville free public library has printed an annotated list of forty stories of American politics. It has also issued a catalog of the paintings and statuary in the library.

A classified list of one hundred titles for a teacher's professional library has been published in a recent bulletin of the Bureau of education.

The John Crerar library has published a revised edition of the List of books in the reading room. The list includes about 4000 volumes. The arrangement is according to the Decimal classification, with an alphabetical index.

The public library of Binghamton, New York has issued a study outline and reading list on the "Dutch in New York."

The Seattle public library has published a List of books about birds. This list contains 122 titles.

The Library of Congress has published an extensive report on "The star-spangled banner," "America" and "Yankee Doodle."

The Virginia state library has published a pamphlet containing legislative reference lists on bank examiners, fee system, juvenile courts, liquor question, municipal home rule, oyster industry, primary elections, protection of birds, taxation and tuberculosis.

Periodicals Included

- A. L. A. Bul.—American Library Association Bulletin, 1 Washington St., Chicago.
- *Boekzaal.—Boekzaal. f. 3. 25. Ploegsma and Co., Zwolle, Netherlands.
- Blätt Volksbib.—Blätter für Volksbibliotheken und Lesehallen. m. 4. Otto Harrassowitz, Leipzig.
- Conn. Pub. Lib. Doc.—Connecticut Public Library Document, Public Library Committee, Hartford, Conn.
- * For Folke-og Barneboksamlinger.—For Folke-og Barneboksamlinger. (Quarterly.) Kr. 1. Christiana.
- Ia. Lib. Q.—Iowa Library Quarterly, Iowa State Library Commission, Des Moines, Ia.
- Library, n.s.—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.
- Lib. Asst.—Library Assistant. 3s. Hugh Smith, Bishopsgate Institute, London, E. C.
- Lib. Assn. Rec.—Library Association Record. Single numbers, *2s. Whitcomb House, Whitcomb St., Pall Mall East, London, S. W.
- Lib. J.—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. Occurrent.—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.
- Lib. Work.—Library Work. 50c. The H. W. Wilson Company, Minneapolis, Minn.
- Lib. World.—Library World. 6s. 6d. Library Supply Co., 181 Victoria St., London.
- Minn. Pub. Lib. Com. Notes.—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.
- Neb. Lib. Bul.—Nebraska Library Bulletin, Nebraska Public Library Commission, Lincoln, Neb.
- N. Y. Libraries.—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- News Notes of Cal. Lib.—News Notes of California Libraries, California State Library, Sacramento, Cal.
- Ohio State Lib. Bul.—Ohio State Library Monthly Bulletin, Columbus, Ohio.
- Penn. Library Notes.—Pennsylvania Library Notes, Pennsylvania Free Library Commission, Harrisburg, Pa.
- Pub. Lib.—Public Libraries. \$2. Library Bureau, 156 Wabash Ave., Chicago.
- *Rivista d. Biblio.—Rivista delle Biblioteche e degli Archivi. l. 15. G. Biagi, Via de' Robbia 60. Florence.
- Vermont Lib. Com. Bul.—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wash. Lib. Bul.—Washington Library Association Bulletin, State Library, Olympia, Wash.
- Wis. Lib. Bul.—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.
- Zentralblatt für Bibliothekswesen.—Zentralblatt für Bibliothekswesen. m. 15. Otto Harrassowitz, Leipzig.

* We are indebted to Mr. F. G. Axtell, Librarian of Macalester college, St. Paul, for translations and digests of the articles in Boekzaal, For Folke-og Barneboksamlinger and Rivista delle Biblioteche e degli Archivi.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current Library Literature

October to December, 1909

Administration.

See also Library methods.

Committee work. W: Law. Lib. World.
12: 127-9. O. '09.

System in the library. A. E. Bostwick.
Lib. J. 34: 476-82. N. '09.

The library exists for the public. Business methods would enable it to serve the public better. Regulations are not designed simply to make work easy and pleasant for library assistants unless there is a corresponding gain to the public. A library should be thoroly organized, so that no smallest part of its machinery shall slip and curtail the efficiency of the whole. "Any kind of system that will make a store work better is worth looking into by a librarian. Statistical methods should show what the library does, and where the weak places in the machinery are. Members of the staff should learn to economize time, and should not use business hours for conversation. System requires the conservation of library property—the continual upkeep of buildings, furniture and books, rather than the neglect, and final destruction so common. Dirty books should not be permitted to belong to the library."

American library association.

Discussion on revision of the constitution.
A. L. A. Bul. 3: 166-77. S. '09.

Architecture. See Buildings.

Atlases.

Maps and atlases—their selection and care. S. E. Ball. Pub. Lib. 15: 11-5. Ja. '10.

Bibliography.

See also Book lists.

Activities in bibliography. R. A. Peddie.
Lib. Asst. 7: 43-6. D. '09.

Bibliography of the official publications of the Confederate States of America. H. A. Morrison. Biblio. Soc. of Am. Proc. and papers. 3: 92-132. '08.

Concerning practical bibliography. J. Waiton. Lib. Asst. 7: 7-15. O. '09.

The guiding factor in the library world today seems to be the "importance attached to work in practical bibliography, to the increasing demand for further work of a like nature, and especially for selective bibliographies. . . . The choice of books should be based on the sure and certain knowledge that they are the best of their class." Elaborate systems of classifying and cataloging are useless if the element of intelligent book selection is lacking. It is proposed that the Library association undertake a catalog of best books to contain

10,000 or more titles. A complete catalog of any fixed number of books does not seem desirable because the world of best books is made up of those which time little affects, those certain of a more or less lengthy and useful life, and those soon out of date. Poetry and other forms of pure literature are for all time and all men. Guidance to selection of such books is to be found in abundance in literary histories. No useful purpose could be served by adding to such guides. For the books that retain their value for a more or less lengthy period, a series of Library association bibliographies issued volume by volume as convenience and demand dictate is desirable. One of the best selective bibliographies is J. M. Robertson's Courses of study. The volumes of the series of Library association bibliographies should be revised every ten years. Among the books whose usefulness is short lived are those in sciences and arts in which rapid changes are taking place. For these a monthly or quarterly list of the books as they are published is preferable. A bibliography of modern subject bibliographies arranged in class order should also be undertaken. This should include usable bibliographies that have appeared in book form. Some way should be devised for publishing lists of bibliographies that are parts of books. Such bibliographies should always be indicated in catalogs.

Educational value of bibliographic training. W. H. Austen. Lib. J. 34: 427-30. O. '09.

Students in our schools should be taught how to help themselves by means of the bibliographic aids in libraries. Scholars should learn to respect bibliographic law in citations to the literature of a subject. There should grow up a body of trained library users.

Lincoln collections and Lincoln bibliography. D. Fish. Biblio. Soc. of Am. Proc. and papers. 3: 49-64. '08.

Binding and repairing.

Binding for small libraries. A. L. Bailey. (Library handbook, no. 5.) A. L. A. publishing board. '09.

Disadvantages of reinforced binding. L. M. Hooper. Lib. J. 34: 437. O. '09.

It seems doubtful economy to purchase fiction and children's books in reinforced binding at an additional cost. Rebinding freshens a book and very often lasts longer than the book.

Modern book papers and their bindings, a discussion by the Library association. Lib. Assn. Rec. 11: 526-33. N. '09.

More about re-inforced binding. A. L. Bailey. Pub. Lib. 14: 380-1. D. '09.

Paper and binding of lending library books. C. Chivers. il. A. L. A. Bul. 3: 231-58. S.; Same cond. Lib. J. 34: 350-4. Ag. '09.

Binding and repairing—Continued.

Report of the committee on bookbinding, 1909. A. L. A. Bul. 3: 220-2. S. '09.

Blind.

Report of the committee on library work with the blind, E. R. Neisser, 1909. A. L. A. Bul. 3: 216-9. S. '09.

Book buying.

Book buying for a small children's room. C. Burnite. Pub. Lib. 13: 360. N. '08; Same. Ohio State Lib. Bul. 3: 1-2. Ja. '09; Children's Library. Ohio State Lib. 1-2.

Report of committee on bookbuying, 1909. A. L. A. Bul. 3: 222-3. S. '09.

Book lists.

See also Reading.

Agriculture, a list of books for public libraries, selected by Prof. C. H. Tuck, of the New York state agricultural college and annotated by L. E. Fay, of the New York state library. N. Y. Libraries. 2: 31-5. O. '09.

Popular books of travel for a village library. J. S. Harron and M. E. Eastwood. N. Y. Libraries. 2: 16-31. O. '09.

An annotated, selected list of 264 popular works of description and travel. The selection is planned as a substitute for and improvement on such sets as Stoddard's Lectures and the Burton Holmes Travelogues. It is intended to meet the needs of the "arm-chair traveller."

Book-plates.

Etched book-plates. F. Newbolt. il. Int. Studio. 39: 216-23. Ja. '10.

Book rarities.

Treasure room in Harvard university library. H. A. Bruce. Outlook. 93: 711-21. N. 27, '09.

Notes on this article are given under the heading College libraries.

Book selection.

Concerning practical bibliography. J. Walton. Lib. Asst. 7: 7-15. O. '09.

Notes on this article are given under the heading Bibliography.

Selection of juvenile books for a small library. D. M. Kelly. Pub. Lib. 14: 367-72. D. '09.

A library in a manufacturing town of 20,000 population sets aside \$400 to \$500 for children's books out of an annual \$1500 book fund. The soft coal smoke and a population of poor and untidy people, many of them foreigners, make the purchase of expensive editions inadvisable. The children have no clean or safe places in their homes to keep books, and their parents are too poor to replace soiled or lost books. A few nice editions might be kept for room use. The tone of the community is materialistic, the standard of success being that of getting on in the world. American children in such a town need particularly to have access to the literature of imagination and idealism. The first clear distinction between good and evil is often come upon in a fairy tale.

The myths and hero tales, the folk tales are to be had in good, cheap or a good supply of them for children's ages should be selected. The Norse even more important for their et than the classic myths. Mable's No Brown's In the days of giants, and Story of Siegfried should be among selections. The fairy tales of An the Grimms, Scudder's Fables an Baldwin's Fairy stories, O'Shea' classics are especially adapted to t children. Indian myth and legend supplied in Zitkalsas's Old Indian l Chandler's Reign of Coyote. Uncle not interesting to children for their ing on account of the dialect, but learn to read and enjoy the Brer Ra if parts were read to them. The spi alry is needed in this community. I the children, buy Greene's King i his court, for the older ones the Arthur and, if possible, Pyle's Sto Arthur and his knights. Baldwin' Roland and at least one copy of P adventures of Robin Hood should The Lang edition of Arabian night lan's cheap edition of Alice in V Baldwin's Fifty famous stories, Scue of legends. Lear's Book of nonsense, book, Kingsley's Water-babies an King of the golden river should be the first selection. The love of po be encouraged by the purchase of G bers, the Posy ring. Whittier's Chil foreign child needs this literature he already has a natural love for fo poetry. He wants books dealing with life such as biographies, easy histo of American home life. The Alcott ly's silver mine, Rebecca of Sunnyl Aldrich's Story of a bad boy, Egglel school boy and Brooks's Boy at good stories of life in different ps country. American children need : poems of people and life in othe such as Hans Brinker, Tom Brov days, Shaw's Castle Blair, Spyri's l of ancient Rome, Boys' Froissart, He herolca and Yonge's Book of golde good edition of Don Quixote is tha Parry illustrated by Crane. Mutlial tered versions of the Homeric epics omitted. Baldwin's Story of the i may be read by older children as a tion to Bryant's or other good t Narrative biography is nearly alw esting to a boy, and ought to be The True story series of Brooks, George Washington, Franklin's Aut Thwaites's Daniel Boone, Seawell's l Somers, and Hawthorne's Tales of ther are good first selections. Good rles such as Beautiful Joe, Black Be the fire dog, and the Monkey that kill should be duplicated. Nature b give poor story and false science avoided. Good books about birds, f trees should be chosen. Books abt make things, electricity, scientific e deeds of danger and daring, easy bo the children. American history and rles of other countries, geography are good material. Fiction should be ten, true to life and of a high i though never dull and full of moral er admit Alger, Castlemon, Optic, l Elsie books to the shelves. Where children's librarian, and the children reading unaided, exceptional care li in the choice of fiction.

Book storage.

Reservoir libraries. N. D. C. F L. A. Bul. 3: 145-50. S. '09.

The establishment of several re braries in the country would reliev sure for storage room in many lib enable all of them to live more cor It costs about one dollar to house Snare is too costly to be taken up used volumes. A library could wel

Book storage—Continued.

send such volumes to a reservoir library and pay the cost of carriage if ever it needed them. All the stock of a reservoir library would be at the disposal of the contributing libraries. Competent reference librarians should be in charge.

Storage libraries. F. P. Hill. A. L. A. Bul. 3: 140-5. S.; Same cond. Pub. Lib. 14: 304-7. O. '09.

Book wagons.

On the trail of the book-wagon. M. L. Titcomb. A. L. A. Bul. 3: 354-5. S. '09.

Bookbinding See **Binding and repairing.**

Books. See **Reading.**

Books, Care of.

Book of trade secrets: receipts and instructions for renovating, repairing, improving and preserving old books and prints. 40c. Scribner. '09.

Books, Censorship of.

English circulating libraries and the censorship of books. Dial. 48: 8-9. Ja. 1, '10.

Volunteer censorship of books by circulating libraries. Ind. 67: 1460-1. D. 23, '09.

Books, Rare. See **Book rarities.**

Books, Use of.

Book-using skill in higher education: J. C. Dana. A. L. A. Bul. 3: 191-5. S. '09.

"As we find it, only those teachers who have a natural fondness for books; an acquaintance with literature for children; a desire to introduce their children to that literature and to encourage the reading habit; and such skill in teaching as enables them to make use of other books than text books in their daily work, are willing to attempt to use the books which a public library may furnish as tools in their daily work. The result of this condition of things is that books which libraries lend to teachers for use in their class-rooms are efficiently used by only a part of the few teachers who ask for them. Concerning this fact two things may be said: first, that teachers ought to know the literature suited to children and how to use it; and, second, that even if they have not this knowledge and skill, they should be compelled to accept and use a collection of general books in their class-room work. . . . In exploring the field of work with schools we find that those libraries seem to have produced the best results in the long run which have held to the attitude of invitation and readiness to help; have offered books to teachers; have suggested ways of using them; have refrained from securing from boards of education, superintendents and principals any authority to impose books on unwilling or even on unprepared teachers. Libraries which thus manage school work find that a teacher who has a moderate knowledge of books and some native tact can easily both increase and guide the reading of her pupils. This fact makes all the more keen the librarian's disappointment at finding that few teachers have the knowledge, interest and skill necessary for promoting the reading of their pupils. . . . Pupils come to high schools poor readers and ignorant of books. In high schools they read little and are pressed into no strenuous exercise in book-using. Those who are to become teachers go on into normal schools and there

get little reading practice, gain slight acquaintance with literature for children, and acquire very slight, if any, skill in the general or professional use of books and libraries. They go into school rooms as teachers and there, oppressed by the curriculum, absorbed in method, having poor vocabularies, being slow readers, knowing little of the art of mastering books, they do not care for other book tools than their text and desk books, are embarrassed by the presence of class-room libraries rather than helped by them; and can not readily and do not, generally, help their pupils to form the reading habit or to acquire skill in book-use. . . . In the public schools, we can invite often, exhort a little, and teach a little less; and these things it is plain we should do even if we neglect our bed-time stories and our picture bulletins. In high schools we can do little more than promote the appointment of competent librarians and the acquirement of ample libraries. In normal schools our task is the same. For both we can point the way and little more. In the colleges we are almost reduced to exhortation alone. The individual college librarian seems as yet to have little influence in his own college. Together the college librarians, with such support as they may care to accept from the rest of us, can surely bring information, suggestion and argument to bear upon the authorities for the proper recognition of the college library."

Booksellers.

Books and booksellers of Russia. I. Nardone. il. Ind. 67: 1377-80. D. 16, '09.

Branch libraries.

Branch libraries, their development. N. D. C. Hodges. A. L. A. Bul. 3: 360-2. S. '09.

"In our Cincinnati branches there are fairly competent working collections of reference books, larger, perhaps, than in most independent libraries of the same size. The librarians have had experience. In the study room of the branch library, in miscellaneous reference work, they have all the problems of the small library; work with grade and high school pupils, with university students, and with those attending the University extension courses given in the branches, with club women, debaters, and members of missionary societies. In so far as this reference work is done with the resources of the branch, it is like that of any independent library and needs no explanation, but the branch must also make use of the books at the main library and at other branches. Requests are sent down every evening, some of them for a definite book, but many more for books on some unusual subject. The latter are put on our special topic blanks and go directly to the catalog and reference department, a department which is all one, as most of our catalogers do reference work during some part of each day. These special topic blanks receive attention from the member of the staff who is best posted on the subject upon which books are called for, and the readers receive as much help in this indirect way as if they were to make a visit to the main library, with this exception, that they must, of necessity, miss that contact with many books which would be put at their disposal were they actually studying their subjects at the main library. But the results are so satisfactory, that comparatively few branch readers feel the need of going themselves to the main library for assistance."

Branch reference work in the Boston public library system. H. G. Wadlin. A. L. A. Bul. 3: 364-6. S. '09.

"Reference work at the branches and reading rooms is largely performed in co-operation with the public and parochial schools, and other educational institutions in the immediate vicinity; or to meet the needs of students

Branch libraries—Continued.

from higher educational institutions who may live in the vicinity, and who for that reason may prefer to use the station instead of the central library. The demand from year to year may therefore be gauged and arranged for in advance; and teachers are invited to submit advance lists of such books as may be required from time to time, and these volumes may then be set aside on reserved shelves for the use of pupils or students, and supplemented by relays of books drawn from the central collection for the time being. A certain amount of club reference work and work for study classes is to be expected each year, and there are sometimes especial needs due to local conditions in particular districts which are met by deposits of special books from the central library. . . . It is perhaps obvious that in a library so large as ours, relying principally on a card catalog which requires much space, it is impracticable to maintain at the different branches a complete catalog of the reference and quasi-reference books contained in the central building. But, in view of the accessibility of the central collection, this duplication of catalogs is hardly needed. And the library for many years has issued bulletins and special reading lists of central material, all of which are available at the branches for use in calling books from the central library."

Brooklyn plan of neighborhood study.
Pub. Lib. 15: 21. Ja. '10.

A neighborhood exhibit was held by the branch libraries. This exhibit aimed to represent the sociological conditions in each district and the administrative problems arising therefrom.

Cataloging for a system of branch libraries. T. Hitchler. A. L. A. Bul. 3: 397-400. S. '09.

"In order that the work may be done as systematically, as uniformly and as expeditiously as possible, a union catalog and a union shelf list of all books contained in the system, in whatever branch they may be located, should be accessible on cards, the one in alphabetic, the other in classed order, at the central library, or lacking such, at the main branch or administration offices. By this means only is it possible for the library to avoid duplication of book orders, and prevent duplication of and errors and inconsistencies in class and book numbers and subject headings. . . . The various branches and stations, however, in which a book is contained, should be indicated on the main card, in order that the book order department, the interchange department and any inquiring librarian or borrower may ascertain at a glance where the book may be found. On the union shelf list card for each book should be recorded not only the branches containing the book, but the number of copies in each branch and the history of each one: i.e., whether still doing active service among the reading public, or whether lost, discarded or transferred to another branch. . . . In the Brooklyn public library, the difference between the union catalog and the branch catalogs lies mainly in the brevity of the entries on the cards, main and secondary, in the branch catalogs, but does not affect the form or number of subject headings in the least. The same subject headings which are assigned for the union catalog are assigned for the branch catalogs, and the same amount of analytic work, if not more, is done for the latter as for the former. Sometimes, in fact whenever it seems desirable, books are analyzed more minutely for the branches than is considered necessary for the main catalog, which, because of its quantity of material, often does not require this close work. . . . Many libraries are advocating the use of modified or simplified headings for the children's catalog, yet thus far I have not seen any cogent reason for such a departure. Children remain children for so short a time and graduate from the juvenile to the adult books and catalog, in so few years that for this reason alone it would seem inad-

visable to necessitate their learning practically two sets of headings." Before book orders are placed, Library of congress cards for as many branches as are indicated on the order cards are ordered. "After the book has been checked by the book order department it is transferred to the cataloging department, where it is first bookplated, then accessioned, after which it is looked up in the union catalog. If new to the system and if the author is not already represented by other works in the catalog, it goes first to the reference assistant for full name, then to the classifier to have class and book number assigned, then to the 'subject header,' then back to the assistant who looked it up in the first place, who makes the full catalog slip and marks the book for branch cataloging on the title page, indicating subjects and cross references on the verso of the title page. Congressional cards for the branch are looked up and placed in the book if there are any. The catalog slip is left in the book and revised by the superintendent, after which the slip is removed and the book placed on its special shelf ready to be sent to the branch to which it was assigned. There the branch cards are made—a mere matter of copying, since the actual work has been done at headquarters—and sent to headquarters to be revised before being filed in the branch catalog."

Limitations of reference work in branch libraries. C. E. Wallace. A. L. A. Bul. 3: 362-4. S. '09.

"The problem of the branch librarian is to give the branch borrowers as generous service as is possible, within the limits which the branch cannot legitimately exceed as a department related to a central library and other branches. While the collections of a branch must be made as broad and varied as is suited to its purpose, the branch must depend upon the central library for a large number of books—expensive books which it would be extravagant to duplicate, and books for which there is only an occasional call. . . . The provision for reference work in the branch libraries of Pittsburgh is the following: Each of the branches is furnished with a collection of the more essential reference books. The adult reference collections vary in number from between two and three hundred titles in the smaller branches to between three and four hundred titles in the larger branches. The number of current reference magazines varies from a list of about seventy to nearly a hundred titles, including a fair proportion of technical magazines. These magazines are kept at the branches for two years, the file is accessible to the public, and constitutes our only file of reference magazines. Magazines bound for circulation, which may be on the shelves when needed, are sometimes consulted for reference."

The branch libraries own collectively a set of the Abridged Poole, which is kept at the central library; and each branch contains the Abridged Poole indexes, supplemented by the Readers' guide to periodical literature. Magazines and books may be obtained from the central library regularly three times a week by messenger, and in urgent cases more frequently by special messenger. This plan always means that the reader applying at the branch for a subject which is treated satisfactorily only in the bound volumes of magazines, must either return to the branch a second time or go to the central library for this information."

Main reference department and the branches in the Cleveland public library. H. S. Hirshberg. A. L. A. Bul. 3: 368-70. S. '09.

"The branch collections average from 15 to 20 thousand volumes, within which it has been the aim to build up in the branches small live reference collections consisting of books in frequent demand. The selection has been made by the branch librarians with the approval of the librarian and vice-librarian. The size and scope of these collections vary considerably ac-

Branch libraries—Continued.

According to the individuality of the branch librarian and the character of the branch neighborhood. Standard books of reference are, to be sure, much the same in all large libraries, yet the range of choice for a small collection from the thousands of reference books is wide. In foreign neighborhoods the reference as well as the circulating books are adapted to the nationality of the principal elements of the population. Bound periodicals are a prominent feature, two branches having almost complete Abridged Poole sets. The generous size of our branch buildings has not as yet made the storage of bound magazines a problem. The library subscribes for the periodicals, and once we have them, the cost of binding seems to us more than paid for by the convenience of having them immediately available. . . . Since we have no printed catalog, a very obvious service of the main reference department is the preparation of reference lists on various topics showing the resources of the main collection. Requests for reading lists received at the branches are sent to the reference department which sends one copy of the list direct to the reader, with a statement that any circulating book on the list may be borrowed thru the branch. A second copy of the list is sent to the branch."

Reference work in the New York public library branches. H. M. Lydenberg. A. L. A. Bul. 3: 366-8. S. '09.

Situation of branch libraries. T. Coulson. Lib. World. 12: 201-4. D. '09.

"No arbitrarily defined distance from the central library can determine the location of the branches." In the suburban districts, where people are at some distance from the amusement center of the city, the residents would depend largely upon a branch library for a substitute for these attractions. The more thickly populated districts might not furnish as many readers accordingly as the suburban regions.

Buildings.

Red Bluff, California, free library. il. Sunset. 23: 221. Ag. '09.

Report of the committee on library architecture, 1909. A. L. A. Bul. 3: 215-6. S. '09.

Seattle, Washington, public library. il. W. Arch. 14:—. Jl. '09.

Bulletins.

Library bulletins. H: E. Legler. A. L. A. Bul. 3: 329-36. S. '09.

Value of bulletins. C. Bacon. A. L. A. Bul. 3: 204. S. '09.

Card catalogs. See Catalogs.**Cataloging.**

See also Library of congress catalog cards.

Cataloging for a system of branch libraries. T. Hitchler. A. L. A. Bul. 3: 397-400. S. '09.

Notes on this article are given under the heading Branch libraries.

Cataloging methods. C. Bacon. A. L. A. Bul. 3: 204-6. S. '09.

Construction of the subject-catalogue. G. Vine. Lib. Assn. Rec. 11: 486-507. N. '09.

Access to the shelves and a classified subject catalog cannot efficiently take the place of an alphabetical subject catalog. Thoro analysis of the contents of books is important. Compound headings, such as Brahminism and Hinduism, holy places, miracles and relics, war and peace with their proper cross references are a satisfactory method of gathering up related topics. General headings, such as eschatology may conveniently have such subdivisions as general, biblical, apocalyptic and apocryphal, medieval and modern in general, non-Christian, particular topics. This last subdivision has five subdivisions: 1. Death, immortality, resurrection; 2. Second advent, millennium, judgment; 3. Intermediate state comprising paradise, purgatory, etc.; 4. Heaven, 5. Hell, eternal punishment, conditional immortality, universalism. This is an unobjectionable introduction of classified entry, not inconsistent with the general alphabetical plan of the index. Fortescue's Subject Index of the modern works added to the library of the British Museum is the most useful aid in deciding which divisions of any class are to have independent headings in a catalog. Cross references can be made to do duty for duplicate entry in many cases. The Century dictionary is a valuable aid in the choice of subject names. Headings should consist of substantives, not of adjectives preceding substantives: Architecture, Gothic, not Gothic architecture. Titles may be so annotated as to show the scope of the work.

Vice of consistency. A. J. Hawkes. Lib. World. 12: 183-6. N. '09.

Catalogs.

New subject-index of the London Library. H: R. Tedder. Lib. Assn. Rec. 11: 476-85. N. '09.

Upon undertaking the compilation of a subject index to a printed author catalog of nearly 250,000 volumes, the books were all re-examined. The arrangement of entries in the index is alphabetical. Novels, dramatic pieces, poetry, miscellaneous essays, light literature and biographies of modern persons of no importance have been largely omitted. The publications of learned societies and institutions were carefully indexed. The A. L. A. list of subject headings was used as a foundation, and modified as need arose. There are about 9,000 subject headings. Simple English words are used as subject names. General headings are followed by many sub-headings.

Problems arising from the size of card catalogs. C. W. Andrews. A. L. A. Bul. 3: 372-4. S. '09.

Sheaf catalogues applied to the shelves of a classified library. M. Gilbert. il. Lib. World. 12: 161-5. N. '09.

Subject catalogs of the Library of congress. J. C. M. Hanson. A. L. A. Bul. 3: 385-97. S. '09.

Catalogs, Printed.

Co-operatively printed catalog. H. W. Wilson. Biblio. Soc. of Am. Proc. and papers. 3: 29-42. '08.

A headquarters catalog made up of linotype slugs from which printed catalogs of the whole list or various selections from it could be made quickly and cheaply is suggested. Such a catalog should contain all of the books listed in the A. L. A. catalog and the A. L. A. booklist and all favorably reviewed in the Book review digest. Classification and book numbers should

Catalogs, Printed—Continued.

be given for these. Proof sheets of this catalog might be used by libraries as a basis of selection. When checked and sent into headquarters, the printed catalog should be in the hands of patrons within ten days. This would be practically an up-to-date catalog in most libraries. Supplements to this catalog "might be printed and cumulated in any manner which a particular library might desire. It is quite feasible to print weekly cumulated supplements, cataloging the accessions of the month up-to-date; monthly cumulated supplements, cataloging the accessions of the year up-to-date; and annual supplements, cumulated until a new edition of the complete catalog is required. In many libraries monthly or even quarterly cumulations would be sufficient. It would not be necessary in small libraries to print catalogs at definite periods, but better always to publish a new cumulated supplement whenever ordering a considerable number of new books. The printed catalog would be supplemented, as is the card catalog, by the usual methods of advertising recent accessions, such as lists posted on bulletin boards and a few shelves of the latest books open to the public. . . . This catalog printed monthly, cumulated quarterly and annually, and with annuals cumulated every two or three years, would, it is estimated, cost, during a five-year period, about the same as a card catalog—from twenty-five to fifty cents a book. An entire new catalog should be printed every three or five years. While it is impossible to make exact comparison with present methods as to cost, there is no doubt that the printed catalog, supplemented and reprinted in a manner to make it entirely acceptable, can be published at an expense not to exceed that of the card catalog. In considering the cost of the home-made catalog a part of the general expenses for rent, heat, light, stationery, typewriters, etc., should be included."

Printed catalog. Lib. Work. 3:43-4. O. '09.

The standard printed catalog is not open to the objection of being always out-of-date. The cumulative plan applied to cataloging at a central point will render the work of small libraries, in particular, much simpler, by permitting the library staff to devote their attention to the less technical phases of library work. The advantage of having copies of the catalog available for home and school use are great. Such a catalog would have great value as a standard of selection. The H. W. Wilson Company have made a beginning of a standard catalog in the publication of a Fiction catalog.

Censorship of books. See Books, Censorship of.

Charging systems.

Browne charging system. B. McDonald. Ontario Lib. Assn. Proceedings, 1909: 69-70.

Children's department.

See also Story telling.

Arrangement of children's books. M. E. Comings. Children's Library. Ohio State Lib. 8-9.

Four shelves high is about right for the shelving in the children's room. Adjustable shelves will allow for the suitable shelving of the large books for little children. Books to be used in connection with picture bulletins should be kept near the bulletin. A shelf should be devoted to best books for boys and another one to best books for girls. The books on these should belong to all classes and be changed frequently. Non-fiction should be shelved around the room on the two upper shelves. Labels should be simple, definite and plentiful.

Book buying for small children's room. C. Burnite. Pub. Lib. 13:360. N. '08; Same. Ohio State Lib. Bul. 3:1-2. Ja. '09; Children's Library, Ohio State Lib. 1-2.

First children's room. J: Parsons. Lib. J. 34:552. D. '09.

The public library of Denver, Colorado claims to have opened the first children's room.

Instruction in work with children in the various library schools and summer schools. A. L. A. Bul. 3:420-7. S. '09.

Pictures in the children's room. S. M. Collman. Children's Library. Ohio State Lib. 2-4.

Notes on this article are given under the heading Pictures.

Reference work with children. E. Straus. Children's Library. Ohio State Lib. 9-15.

Many children come to the library with questions that cannot be answered in print in language suited to their understanding. Verbal answers should be given in such cases. Children should be taught to select the salient thought or paragraph, to use notes, indexes, tables of contents. A list of books for permanent reference use is appended.

Three essentials in the equipment of the children's librarian. E. Straus. Children's Library. Ohio State Lib. 4-6.

In addition to natural adaptation to the work, the children's librarian should have training and tools. Training should include some knowledge of "psychology, child study, history of education and the fundamental principles of teaching. An acquaintance with the classics, and a course in English based upon rhetoric and composition would give critical standards in the selection of children's books. A knowledge of juvenile literature may be gained thru wide reading of children's books, and methods of library work with children may be studied thru reports, bulletins, printed lists and Public libraries and the Library journal. Useful pamphlets are "Reading list for children's librarians," by M. F. Williams and B. M. Brown, New York state library, "Lists of suggested reading for library work with children," Iowa library commission, and "Report on library administration in normal schools," National educational association. Children should be studied and the librarian should keep in touch with all workers with children. Equipment should include "collections of books, pamphlets and clippings on children's literature and kindred subjects, on story telling, home libraries, school work and methods of working with children in the library, library and publishers' catalogs, graded lists and bibliographies, samples of card board for bulletins and files of pictures and illustrations."

Children's literature.

Catalog for school libraries of Minnesota; selected and approved by the Public school library commission, St. Paul, Minn. 1-343. '09.

The list was selected, graded, annotated and classified for the Public school library commission by Miss C. F. Baldwin and Miss Martha Wilson of the Minnesota library commission.

Children's catalog; a guide to the best reading for young people based on twenty selected library lists; comp. by Marion E. Potter. pt. 1, author, title and subject catalog of 3000 books; pt. 2, author and subject index to St. Nicho-

Children's literature—Continued.

las, volumes 28 to 36, and analytical subject references to about 400 books cataloged in part 1. \$6. Minneapolis, Minn., Wilson, '09. (Standard catalog series.)

Mother's list of books for children. G. W. Arnold, comp. 270p. \$1. McClurg. '09.

Mrs. Arnold's book is a revised and enlarged edition of one privately printed a few years ago for home use, and classified by age and not by school grade. It is a carefully selected list adapted to the capacity of children who have books of their own, and are ready at five for the Boutet de Monvel "La Fontaine," and at six for Scudder's "Children's book," and not for children from bookless homes who often do not advance beyond "Peter Rabbit" till several years later. To parents who would like to give their children the best that there is, the little book is full of suggestions, for few books not of permanent value are suggested in its pages. The annotations are full and often illuminating, as for instance on Tom Sawyer. "Boys love it, and broad-minded parents will put the volume in their children's hands before they borrow it." The classification and grading are the result of Mrs. Arnold's experience with her own children, and the full annotations show that the books have been carefully and conscientiously read. C. M. Hewins. *Library Journal*.

Children's reading.

Adventure books for boys. K. Munroe. A. L. A. Bul. 3: 267-9. S. '09.

Books for Christmas for the children. 16p. Pratt Institute Free Library. Brooklyn, '09.

Books suggested as presents for children.

Books read by English boys. R. Irwin. A. L. A. Bul. 3: 274-6. S. '09.

Child education and literature. J. E. Sampster. N. Y. Times. Saturday R. 14: 628. O. 23, '09.

Child's guide to reading. J. Macy. \$1.25. Baker. '09.

Child's library. Nation. 89: 426-7. N. 4, '09.

Comment inspired by "The child's own library; a guide to parents" published by the Brooklyn public library. "The writer of books for children must not condescend. . . . The best books for children are the books written for men and women."

Golden age of readers. H: A. Miers. Lib. Asst. 7: 22-3. N. '09.

Historical story for boys. E. T. Tomlinson. A. L. A. Bul. 3: 270-4. S. '09.

"The normal boy demands a story. Sermons may be better, but not better for him. The Bible does not open with a scientific disquisition upon the evolutionary hypothesis of anthropological origins.—It begins with the story of Adam and Eve. Even the Great Teacher did not speak without a parable. This is the law of life. It is more, it is as vital as breathing. In his story the boy demands action. He wants no involved plot, no introspective analysis. 'Something doing' is more than slang, it is a demand. For him the tale is not adorned by an implied or appended moral. He wants no tail to his tale. Even when the boy is quiet he wants his heroes to be doing things. Now this is the secret of the appeal of such books as *Deadwood Dick* and *Slim Sam the sleuth*."

Reading for children. Nation. 89: 562-3. D. 9, '09.

"Much nonsense has been put forth about the regulation of children's reading. This is a late day to attempt a rigid censorship of an urchin's literary acquaintances, and as for leading him, there is probably no method better than that of our grandfathers—to turn him loose in a man's library and let him taste its strong fare. . . . But we have a class of writers 'for youth' whose influence is really demoralizing. It is their postulate which the comic supplement develops to the point of nausea. We mean that order of scribbling parasites who make a business of flattering children into the belief, or the 'working hypothesis,' that they are wiser and better than their elders. Honest parent, do you know why your boy likes *Horatio Alger*? Did you ever read *Do or dare*, or one of its congeners? If so, you realize that a large part of the charm lies in the superiority under all circumstances of the youthful hero. His father, or guardian, or employer, is a grown man, and, as such, either a fool or a tyrant—preferably a little of each. The boy himself, from the first page, is exhibited in the enviable act of doing or daring his elders at every possible turn. . . . The same bauble of triumphant adolescence is dangled before the fancy of the girl reader. We have been moved to these remarks by chance contact with a new story by a popular writer for girls. The heroine has always been downtrodden by a heartless and stingy mother. We have the advantage of admittance to the scene at the moment when the worm turns. After the first few pages we have nothing to fear for the daughter, who thereafter has everything her own way—a selfish, vain, saucy little prig, greatly admired, to all appearances, by her creator, who does not hesitate to describe her as 'living the golden rule.' It is hard to believe in the honesty of the purveyor of this sort of commodity. We do not see that he is to be distinguished in kind from those notorious offenders who are guilty of the red and yellow enormities of the comic supplement."

Reading for children. C. T. Brady. N. Y. Times. Saturday R. 14: 638. O. 23, '09.

Forty years ago there were few children's books, and not many of them were of much account. It would scarcely be correct to say that today there is an embarrassment of riches, "for riches is too choice a term for most of the offerings. . . . On no account are boys and girls to be introduced in stories to the mysteries of nature, to the grim and terrible things of life. There will be time enough later on for that. Let us preserve their youth, their sweetness, their freshness, their joy of life. Books dealing with sex problems, passionate love stories, tales of dishonesty and dishonor, extraordinarily sensational books, and books which are calculated to produce discontent should all be avoided. Books with lessons of courage, both physical and moral; books of stories of self-sacrifice and devotion; books with genuine and real historical interest presented fairly and without prejudice; books which show the troubles and trials, but not too vividly or too realistically, of the seamy side of life; books with a human touch in them, with real boys and girls in real situations; books with a laugh in them—these are the ones to be sought for. . . . How, then, among the hundreds of children's books which are presented, shall one decide? There are but three criteria to enable one to arrive at even an approximately safe conclusion; the name of the author, the name of the publisher, and the opinions of competent critics. The illustrations are also somewhat useful in disclosing the kind of story. . . . Children's books, which I have reviewed for several years, are generally easily divided into several classes, historical books, adventure books, nature books, books of school and sport, books about business, and so on. I should endeavor to make a selection among the different classes so as to present a variety. Some boy may be devoted to scientific study. Some people would say, give him that kind of

Children's reading—Continued.

a book, but I say no. Give him a book of play. Conversely, the boy whose mind runs unduly to athletics should be gently shown that there are other fields in which humanity may exploit itself. A boy who is all for history should be introduced to nature, (fakers barred!). The stay-at-home should have adventure presented to him. Have two objects in view, the betterment of the boy and girl, and the amusement of the boy and girl as well. . . . Above all, see that the boy's books are manly, and the girl's womanly, and avoid milk-and-water, goody-goody, mawkish, sentimental books. I wonder if anyone reads the Rollo books now? In conclusion, one final word of advice. Read to and with your children yourself. You can do more to form their literary taste, and incidentally, perhaps, to develop your own, by reading good books to them than in any other way. They will assimilate a much higher grade of literature in that way, which they would not read left to themselves. . . . Let me say one or two words for the much-abused supplement. Some of the series, as the Adventures of Nemo, and the Newly-Wed's Baby, are very delightful and amusing to children and their elders as well. They stand in a different class entirely from Happy Hooligan, Panhandle Pete, Relentless Rudolph, Simple Simon, and the others whose name—like the devils of Scripture—is legion. Nothing is more vulgar than most of these and some of them are positively immoral in their suggestiveness."

Recent books for boys. A. E. Bostwick.

A. L. A. Bul. 3: 263-7. S. '09.

An investigation made among the branch libraries of New York city concerning the reading of boys from 12 to 15 years of age shows an overwhelming preference for books of adventure with Treasure Island heading the list. "While boys must have action and adventure in their tales, and would not willingly sit down to read Cranford or Our village, they are at present fonder of the adventure that centers around school or college athletics than of any other kind." Detective stories are popular. "Many of the boys reported that their parents had forbidden them to read detective stories, or that their teachers discouraged them. I am not sure, also, that we have supplied enough of this kind of literature in our children's rooms. This looks like one of the cases where an attempt to regulate children's reading has resulted unfortunately. We are apt to think that if we desire to control reading, all we have to do is to control the library supply. This may be attempted with some degree of success where the books are difficult to obtain or expensive, but where a cheap supply is available, cutting off the library supply simply drives the reader outside and may lower the general quality of his reading, instead of raising it." The morally didactic story of the Sanford and Merton type has lost its charm.

Selection of juvenile books for a small library. B. M. Kelly. Pub. Lib. 14: 367-72. D. '09.

Notes on this article are given under the heading Book selection.

Civil service in libraries.

Chicago public library appointment. Lib. J: 34: 448-9. O. '09.

Classification.

Note on the classification of radium and radioactivity, according to Dewey's system. A. J. Hawkes. Lib. Assn. Rec. 11: 420-2. O. '09.

Subject classification: criticisms, revisions and adjustments. J. D. Brown. Lib. World. 12: 41-5, 81-6, 121-4, 153-60. Ag.-N. '09.

Clearing houses.

Clearing houses for periodicals. H. W. Wilson. A. L. A. Bul. 3: 165-6. S. '09.

Clippings.

Reference libraries for busy men. P. P. Foster. Ind. 67: 1125-8. N. 18, '09.

The librarian of the editorial reference library of the Youth's companion describes a method of keeping transient material for ready reference in a series of classified envelopes filed in a self-indexing arrangement. Magazines are taken apart and articles worth saving filed with other clippings. Files of unbound magazines and newspapers are also kept.

Treatment of ephemeral material in the public library. S. K. Hiss. A. L. A. Bul. 3: 404-8. S. '09.

College libraries.

Edgar Allen library of the University of Sheffield. T. Loveday. Lib. Assn. Rec. 11: 567-71. D. '09.

Library of the university of North Carolina. L. R. Wilson. Lib. J. 34: 550-1. D. '09.

Principles governing the selection of a reference collection in a university library. W. Austen. A. L. A. Bul. 3: 375-8. S. '09.

Notes on this subject are given under the heading Reference department.

Rules of the Bodleian. Lector. Nation. 89: 510. N. 25, '09.

The Staff-kalendar, published annually, and put in the hands of every employee of the library specifies the date on which certain rooms are to be swept, certain chimneys cleaned, certain clocks set. Patrons lighting matches in the building are immediately deprived of access to the building.

Treasure room in Harvard university library. H. A. Bruce. Outlook. 93: 711-21. N. 27, '09.

A room has been set apart for books exceptionally prized because of age, rarity or personal associations. Manuscripts, incunabula, first editions, files of rare magazines are among the treasures.

Cooperation.

Address to the Wisconsin library school class of 1909. C. W. Andrews. Wis. Lib. Bul. 5: 37-45. My. '09.

Central bureau of information and lending collection for university libraries. W. C. Lane. A. L. A. Bul. 3: 380-3. S. '09.

Cooperation among Providence libraries. W. E. Foster. A. L. A. Bul. 3: 157-8. S. '09.

Cooperation and the state library. J. I. Wyer. A. L. A. Bul. 3: 158-9. S. '09.

The state library center. In order to effectively cooperate and coordinate the various forms of library activity, should have the field to itself. Legislators should centralize the various agencies.

Cooperation—Continued.

Cooperation in the distribution of duplicates. H. Putnam. A. L. A. Bul. 3: 161-2. S. '09.

The Library of congress has difficulty in distributing its many duplicates. State, historical or public libraries might be induced to undertake the work of distribution, acting in cooperation with the Library of congress and other libraries.

How shall co-operation between townships and public libraries be secured? C. J. A. Ericson. Ia. Lib. Q. 6: 64. O. '09.

Inter-library loans. W: W. Bishop. Lib. J. 34: 527-32. D. '09.

Notes on this article are given under the heading Loans, Inter-library.

Reservoir libraries. N. D. C. Hodges. A. L. A. Bul. 3: 145-50. S. '09.

Storage libraries. F. P. Hill. A. L. A. Bul. 3: 140-5. S.; Same cond. Pub. Lib. 14: 304-7. O. '09.

County extension.

California county library law. S. M. Jacobus. Pub. Lib. 15: 15. Ja. '10.

Some Californians fear that the new county library law may operate to destroy the identity of existing libraries, and make the whole library system subject to the spoils system.

California county library system. J. L. Gillis. A. L. A. Bul. 3: 152-4. S. '09.

County library. M. L. Titcomb. A. L. A. Bul. 3: 150-2. S. '09.

The Washington free library at Hagerstown, Maryland serves the entire county by means of deposit stations and a book wagon. Visits are made to the stations, and story hours conducted in the country schools. Deposit stations grow into branch libraries.

County library system for California; what it is, how to proceed in establishing it, etc. News Notes of Cal. Lib. 4: 423-31. O. '09.

The county library system when established will mean equal library privileges for every resident of the state, and at the smallest expense to the tax-payer. The county library at the county seat will be headquarters with branches and deposit stations. Each resident will be able to draw on the entire resources of the county library, which will, in turn, depend upon the state library for books not in the county library. The state library, in some cases will borrow the desired material from the Library of congress. The state library will pay transportation charges to and from the county system, and the county system will pay them within the county, so that any resident of the state may secure books free of transportation charges. The county system will render a large service at the smallest expense by levying a smaller tax over a larger territory, by centralizing bookbuying and technical library processes under trained administration, by securing reductions in transportation rates. The public library already existing, upon becoming a part of a county library system, will have use of a larger supply of books, relief from technical problems and work, and expert advice from the county library. Similar advantages will accrue to school libraries and county law libraries that join the county system.

Duplicate pay collections.

Meeting the demand for the latest fiction. J: G. Moulton. Lib. J. 34: 501-2. N. '09.

A duplicate pay collection was started with \$50. The second year the collection was self-supporting, and the \$50 loan was repaid. All books in the collection are duplicates of the regular library books.

Dust.

Dust in libraries. W: McGill. Lib. World. 12: 204-7. D. '09.

"Let the cleaner take a shelf of books at a time to a table on which there is a box of wet sawdust. Each volume should be held over this box and gently brushed with a fairly hard brush, thus allowing the dust to fall into the box, where it becomes absorbed by the wet sawdust. Then let a well wrung out cloth be taken and rub the shelf gently but firmly, so that the dust instead of flying about, will adhere to the damp cloth. This cloth should be washed and wrung out frequently and others should always be lying ready at hand, so that a clean one can be taken as required. The cloths should be washed when done with, and be ready, after damping, for use next morning. If the library can afford to buy a good dusting machine, such as Harvey's, so much the better. This machine sucks the dust into a bag by pneumatic action, and the bag can be removed from the machine and emptied at convenience. Up to a certain point of cleanliness, floors can be adapted to lay the dust to some extent, and oiled and wax-polished floors will be found effective. Regarding floor dressings for laying dust, there are several on the market which are well spoken of, such as 'Florigene,' 'Dustabato,' etc. These are suitable for ordinary wood, cement, concrete, or linoleum, and are disinfectants and almost odorless. In use, 'Dustabato,' prevents the dust from rising when sweeping, for instead of the ordinary result of a cloud of dust rising in front of the broom, the dust becomes impregnated, and thus being heavier, it will not rise but forms into rolls along the floor, which are easily collected for removal."

Examinations.

See also Civil service in libraries.

L. A. examinations 1909. T. E. Turnbull. Lib. World. 12: 130-2. O. '09.

Standardized examinations for juniorships. E. A. Baker. Lib. Assn. Rec. 11: 470-3. N. '09.

Exhibits of libraries.

Do exhibitions develop the reading habit? Affirmative. F. R. Goring. Lib. Asst. 7: 68-9. Ja. '10.

Do exhibitions develop the reading habit? negative. R. L. Dumenil. Lib. Asst. 7: 69-71. Ja. '10.

Exhibits in the public library. L. M. Fernald. Minn. Pub. Lib. Com. Notes. 2: 195-8. D. '09.

The art exhibit is the most frequent and popular. Attention of average people can be more easily drawn to the art of the illustrated journals first. Higher forms can then be shown. Local exhibits of manuscripts, early work, costumes, relics are always popular. Hero exhibits are especially profitable for the children. History, the magazines with their indexes, drawing and color work, pottery, holidays, non-fiction books are all good topics for exhibits.

Fiction—Continued.

What makes a novel immoral? C. Bacon. N. Y. Libraries. 2: 4-12. O. '09.

"The book which degrades our intellect, vulgarizes our emotions, kills our faith in our kind, is an immoral book; the book which stimulates thought, quickens our sense of humor, gives us a deeper insight into men and women, and a finer sympathy with them, is a moral book, let its subject-matter have as wide a range as life itself."

Gifts and bequests.

Gift horses. E. A. Baker. Lib. Assn. Rec. 11: 422-3. O. '09.

"Librarians may well adopt the principle of always looking gift horses in the mouth." Trade directories and journals, crank periodicals and the various emanations of political syndicates should not be accepted.

Government documents. See **Public documents.**

Immigrants and libraries. See **Libraries and immigrants.**

Indexes.

Nijhoff's index op de Nederlandsche periodieken von algemeenen inhoud. 1, no. 1. S. '09.

A monthly index to 25 Dutch periodicals. Articles are listed by authors and subject.

Periodical indexes. N. Y. Libraries. 2: 39-40. O. '09.

Quarterly dramatic index; an index to all articles, reviews, and pictures relating to the stage which have appeared in the periodicals. Bul. of Bibliography. 6: 21-36. O. '09.

Insurance libraries.

Making of an insurance library. J: C. Dana. Ind. 67: 1523. D. 30, '09.

Inter-library loans. See **Loans, Inter-library.**

Inventory.

Inventory methods. C. Bacon. A. L. A. Bul. 3: 207-8. S. '09.

Lectures.

Do lectures forward library work? Affirmative. H: T. Coutts. Lib. Asst. 7: 64-5. Ja. '10.

Do lectures forward library work? Negative. H. G. Sureties. Lib. Asst. 7: 66-7. Ja. '10.

Legislation.

California county library law. S. M. Jacobus. Pub. Lib. 15: 15. Ja. '10.

Some Californians fear that the new county library law may operate to destroy the identity of existing libraries, and make the whole library system subject to the spoils system.

Law of Vermont relating to free public libraries. C. D. Watson. Vermont Lib. Com. Bull. 5. no. 3: 1-3. D. '09.

Report of the committee on essentials of a model commission law. C. Hadley. Lib. J. 34: 360-1. Ag.; Same. A. L. A. Bul. 3: 342-5. S. '09.

Legislative reference department.

Legislative reference of the future. F: J. Stimson. A. L. A. Bul. 3: 301-8. S. '09.

Province of the state library when restricted to the service of the legislature. J. E. King. A. L. A. Bul. 3: 292-4. S. '09.

Notes on this article are given under the heading **State libraries.**

Librarians and assistants.

See also **Civil service in libraries; Library training.**

Applying for another post. W: Law. Lib. World. 12: 210-2. D. '09.

Labor and rewards in the library. A. E. Bostwick. Pub. Lib. 15: 1-5. Ja. '10.

Old question once more. W. C. B. Sayers. Lib. Assn. Rec. 11: 561-2. D. '09.

Libraries should have the literature of the library profession as well as of other callings.

Opportunity of the library assistant. J. A. Rathbone. Pub. Lib. 14: 333-8. N. '09.

The librarian may study the whole field, formulate plans, select books, but the work of getting the right book to the right person falls upon the desk assistant chiefly. This great responsibility requires that the successful assistant should know and love both book and people. Assistants should improve every opportunity to get impressions of books. Even inventory taking and book mending may be a means to gaining information about books. Publishers should be noted, thus enabling the student to gain a knowledge of their standing and specialties. The print, binding and character of a publisher's output should be noticed. A few minutes spent on a study of the title-page, preface, table of contents and index of a book will help to fix its value in the mind. A knowledge of the contents of books and magazines is even more important than to know reference books. To gain this knowledge will require the assistant to employ some of her own time. She should read the library periodicals, and other professional literature, and some book reviews and general periodicals and some books.

Parody; poem. C. Minimus. Lib. World. 12: 152. O. '09.

The attainments of a librarian set forth in rhyme.

Those other qualifications. E. L. Foote. Pub. Lib. 14: 342-3. N. '09.

Libraries.

See also **Branch libraries; College libraries; Insurance libraries; Musical libraries; Prison libraries; School libraries; Special libraries; State libraries.**

Ethical and intellectual responsibility of librarians to Canada and to the empire. W: W. Campbell. Ontario Lib. Assn. Proceedings, 1909: 51-62.

"One of the great dangers today is the material trend of the unthinking mass of the peo-

Libraries—Continued.

ple, who are victims of a vast and loud vulgarity; a mere chase after sensation and amusement." Libraries should throw their influence against the tide by discouraging the reading of many and cheap magazines and novels. Much of the fiction in libraries is highly objectionable. Such novels as Meredith's are unwholesome and unfit for library circulation. Such novels as Scott's are safe and sane reading for everybody.

Library alcove. S. W. Foss. Lib. J. 34: 553. D. '09.

Public libraries should apply "dry farming" methods to the cultivation of the use of books generally considered unreadable by the public. To this class belong public documents, many of the classics and much Elizabethan literature.

Library and education. C: W. Colby. A. L. A. Bul. 3: 179-84. S. '09.

Our library field and local opportunities. H. A. Wood. Ia. Lib. Q. 6: 54-9. O. '09.

Plea for browsing in public libraries. Lib. World. 12: 213-4. D. '09.

Public library. F: Lynch. Christian Work and Evangelist. 87: 592-3. N. 6, '09.

Emphasis is placed on the value of the library to the exceptional boy or girl. Ministers can stimulate the reading of good books by reference to them in sermons. Books should be added to libraries while they are of popular interest. Choice of books should be unsectarian and non-political.

Dutch East Indies.

Libraries in the Dutch East-Indies. D. Smit. Boekzaal. 3: 276-9. S. '09.

England.

Edgar Allen library of the University of Sheffield. T. Loveday. Lib. Assn. Rec. 11: 567-71. D. '09.

Libraries of English cooperative societies. G. J. D. C. Goldhart. Boekzaal. 3: 280-2. S. '09.

Notable libraries; Bristol. il. Lib. World. 12: 217-24. D. '09.

Notable libraries; Ipswich. il. Lib. World. 12: 138-40. O. '09.

Notable libraries; Montrose. il. Lib. World. 12: 178-80. N. '09.

Rules of the Bodleian. Lector. Nation. 89: 510. N. 25, '09.

Germany.

Berlin royal library. F. Weitenkampf. Lib. J. 34: 552. D. '09.

Italy.

Italian public library association. E. Fabietti. Boekzaal. 3: 309-14. O. '09.

This was formed at the library congress held at Rome in December, 1908. There now is published the Bolletino delle biblioteche popolari, a sixteen page semi-monthly which is widely circulated for arousing popular interest; discounts of from 20 to 80 per cent have been secured from publishers; many books have been

bound according to model and at contract price. It is planned to assemble several complete libraries which can be sold for a moderate sum, and put immediately into operation.

Netherlands.

Public reference library at Amsterdam sixty years ago. A. J. van Huffell. Boekzaal. 3: 334-6. N. '09.

This library was open from 9 a. m. to 10 p. m. for such small entrance fee as the visitor was willing to pay.

Uniform book-keeping in Dutch public libraries. H. E. Greve. Boekzaal. 3: 371-6. D. '09.

Covers general statistics as well as finances and gives model blanks.

Norway.

Public library at the Aarhus exposition. A. S. Steenberg. Folke-og Barneboksamlinger. 3: 77-81. O. '09.

This model library, sharing its own building with an audience room, was complete even to fresh flowers on desk and cases. The pictures were of Danish authors and of scenes from literature. There were 1300 volumes and a periodical list of 28.

United States.

County library. M. L. Titcomb. A. L. A. Bul. 3: 150-2. S. '09.

An account of the work of the Washington county library, Hagerstown, Maryland.

Free public libraries in Texas. B: Wyche. Texas Libraries. 1: 6-12. N. '09.

From America. P. Lobben. Folk-og Barneboksamlinger. 3: 91-3. O. '09.

Here in New England there is scarcely a town or village which does not have its public library. And that is perhaps the reason why New England is ranked first in the world both as to general education and as to industrial ability.

Libraries in rural communities in New York State; an abridged report of the committee on libraries in rural communities, appointed by the New York library association. Lib. J. 34: 445-8. O. '09.

About 1,375,000 New York people live in rural villages or the open country. Most of these people are unsupplied with books from any sort of library. The travelling libraries of New York go chiefly to study clubs for study purposes. The general traveling library for the general reading of small communities has not been circulated in New York so successfully as elsewhere. A plan to increase the book facilities for rural districts calls for volunteer workers under the supervision of a committee of the New York library association. The unit of work should be the county librarians, or any people whom they can interest. These people are asked to volunteer to work in their own counties thru the villages, hamlets, schools, granges, etc. Traveling library centers should be established. Village and town libraries should be encouraged to extend their privileges to non-residents, and villages able to maintain public libraries should be encouraged to establish them. Teachers' and farmers' institutes, county conventions of Sunday schools, Grange meetings, women's clubs are mediums thru which to work. The books supplied for general reading should be popular—such books as may be enjoyed by more than the occasional reader. There should be a large proportion of fiction and juvenile books.

Libraries—United States—Continued.

Library conditions in Oklahoma. Daily Oklahoman. p. 8. My. 30, '09; Same Excerpts. Lib. J. 34: 434-7. O. '09.

Library conditions in rural New York; abstract from a report by the committee on reading for rural communities of the New York library association. N. Y. Libraries. 2: 12-6. O. '09.

Library extension in Chicago. Pub. Lib. 15: 21-2. Ja. '10.

Library movement in Ohio. C. B. Galbreath. il. 8p. '09. Ohio State Library.

New library building, Johnson, Vermont. Vermont Lib. Com. Bul. 5. no. 3: 4-5. D. '09.

Ohio libraries, 1908. Ohio State Lib. Bul. 5: 1-16. Jl. '09.

Statistics of public, college, subscription, township, school, district and other libraries in Ohio.

Word more about American libraries. W. C. B. Sayers. Lib. Asst. 7: 51-4. D. '09.

Working of the Boston public library. J. H. Benton. Rockwell and Churchill press, Boston. '09.

West Indies.

Tropical library in Port of Spain, Trinidad. M. Hart. Pub. Lib. 14: 379. D. '09.

The library is supported by government and town money and subscriptions. "The stock of about 20,000 books consists of a good reference library, a well-assorted fiction department, fine old histories and biographies, standard works of science and literature, and many valuable editions, both French and English. All the best English and American papers and magazines are received by every opportunity and in this way the residents are kept in close touch with the outside world. In cataloging and classification, English methods have been adopted, also the card system of registration, all being very similar to those used in the United States. Shelf arrangement of no special kind is followed, but in the fiction department the books are placed in the alphabetical order of authors. The other departments are arranged according to subject, but, as in all small libraries, the books are arranged to suit the building and those most in demand placed accessibly. The library is well patronized by all classes, the working classes showing great taste for reading and study, and the average reader displays an intelligence and knowledge which would astonish the well-read of Europe and America."

Libraries, Private. See **Private libraries.**

Libraries, Use of by the public.

Larger place of the public library in the education system of Ontario. W. A. Bradley. Ontario Lib. Assn. Proceedings, 1909: 5-8.

An investigation of the activities of correspondence schools in Ontario reveals that in six cities during five years no less than \$262,000 have been paid out by artisans to correspondence schools in the United States. The province should provide the needed education for this class of citizens, and there is no reason why the work should not be done in connection with the public library. The present fee of \$50 could probably be cut in two, and all

the money kept at home. "The candidate could take his examination in connection with the public library, paying the expenses incidental thereto, and those of the central examining board, which may be located in the city of Toronto." Eventually the department of education in Toronto would issue the diplomas.

Library and the mechanic. P. B. Wright.

Lib. J. 34: 532-8. D. '09.

The library is at present, one of the few agencies for reaching shop trained mechanics and trade workers with an uplift at once intellectual and practical. Graduates of trade and technology schools are quick to demand technical literature of the library, but the common mechanic requires to be made acquainted with the value of technical literature, and it is the library's province to provide for him an abundant supply of such literature and see that he is brought in touch with it. The small library in an industrial community needs more than the Scientific American, Scientific American supplement and the Patent office gazette for technical periodical literature. The special literature of the local industries should be liberally supplied. The needs of the woman who must earn her living should have equal consideration with those of the mechanic. The woman who prepares for home life should not be forgotten. The library should reach them all.

Library as a civic force and factor; symposium. Wis. Lib. Bul. 5: 91-3. N. '09.

Public library and the mechanic. T. L. Smith. Pub. Lib. 15: 6-10. Ja. '10.

Provision for the workingman by the library should be made as a matter of right, not of favor. He should be enabled to keep abreast of his trade. Publisher's catalogs may be used as guides in selection, and lists of additions from libraries that purchase largely along technical lines. Out-of-date books should be rejected. Workingmen are disinclined to consult women librarians because they feel that women know nothing about the technical trades. It is possible for women librarians to overcome ignorance of these important topics and gain the mechanic's confidence. Some intelligent local mechanic may be induced to help at the library in the evenings, and aid in getting the right book to the right person. "An indefinite request for something on plumbing, or concrete work, or automobiles, could be completely satisfied, generally, by giving the inquirer any recent book on the subject named; and the more specific requests generally come from those who can find what they want in any good book dealing with their specialty. If a wood finisher wants a formula for treating a certain rare hardwood, or a carpenter needs design and measurements for a difficult bit of handrailing, or a machinist is looking up bevel gears, it will be sufficient to produce a book on hardwood finishing or carpentry or gearing, and the inquirer will get what he wants from it without further trouble. It will rarely be necessary to point out chapter and page. You will find him a great deal easier to wait on than the club woman who is preparing a paper on Egyptian antiquities that will be more learned than Flinders Petrie and more readable than Miss Edwards. And the library—perhaps even the librarian—will have made another friend. . . . 'If we can provide educational books in no other way let us retrench on our fiction,' says Mr. Bailey of Wilmington, Del., 'even if we have to report a loss of circulation at the end of the year. A good book on electrical or mechanical engineering, costing four dollars, read by 18 men in a year, is of greater value to the community than four copies of the latest "best seller" in the hands of 150 readers; or, I may add, than four dollar's worth of denatured editions of Robinson Crusoe or David Copperfield foisted on any number of defenseless children.' A useful arts room in the library "devoted entirely to books on the useful arts and the allied fine arts, together with such scientific treatises and related works

Libraries, Use of by the public—Cont.

as are especially useful to artisans, and provided with drawing instruments, tracing paper, photographic dark room, and similar conveniences, all under the direction of assistants trained in the literature of technology, are the ideal solution of the problem of work with the mechanic."

Public library service to mechanics. Pub.

Lib. 15: 10-1. Ja. '10.

Technical work in public libraries: the library and industrial workers in Canada.

T. W. H. Leavitt. Ontario Lib. Assn. Proceedings, 1909: 36-46.

Public libraries have failed to attract the artisan class. They must make themselves as useful to mechanics as to professional people. Canada is lacking in trained mechanics. The selection of technical books for libraries should be governed by the following principles:—(a) Purchase only books and periodicals relating to the principal trades and industries carried on in the town in which the library is situated. (b) Great care should be exercised in securing the latest and most complete illustrated editions. Especial caution should govern in purchasing books relating to chemistry, chemical industries, electricity, gas engines and gas producing plants. In these departments a book becomes obsolete in a very short time. Give preference to the best illustrated works. The greater the number of working plans, blue prints and details the better. Constantly bear in mind that the man who is to use the book must depend primarily upon his own interpretation of the letter press, not having the advantage of a teacher. As he must solve the problems for himself every possible obstacle should be removed from his path. (c) The library should keep a weekly list of new books, with annotations taken from technical and publisher's circulars. Such lists should form the basis for future purchases. (d) Monthly buying will be found most satisfactory, as changes occur in the applied sciences with startling rapidity. When a book becomes obsolete send it to the scrap heap. A mechanic has no time to waste in learning something which he will be compelled to unlearn. (e) In selecting books remember that most of your readers possess no theoretical knowledge of the subject; it therefore follows that the first books bought should be of a rudimentary character. (f) To fill the gap existing between the latest book and the present hour you must subscribe for the trade journals. Scientific periodicals are comparatively cheaper than scientific books. (g) Divide your technical library into two sections, viz., loan and reference. The loan department should occupy the foremost place. The librarian must acquire a knowledge of the scope and resources of the technical books. From publishers' announcements, catalogs and the books themselves, notes on the scope of the books should be made, and preserved for reference. A special study of local needs would include asking for advice and assistance from the superintendents of factories. Keep an address book containing names of people who evince an interest in technical subjects, and send postals to notify them of the arrival of material that might be interesting to them. Constantly advertise this feature of the library's activity. A plan of cooperation between the education department and public libraries for the furthering of technical education includes state loans of books to libraries, and the establishment of correspondence courses in connection with libraries.

Libraries and immigrants.

Library and the immigrant. M. Palmer.

Minn. Pub. Lib. Com. Notes. 2: 192-5. D. '00.

The library should aid in the education of the immigrant. The department of commerce and labor is issuing pamphlets in various lan-

guages giving information to immigrants about the government, institutions and opportunities. The library can use children, friendly priests, bosses of gangs of working men to distribute these. The library should have books and papers, almanacs, railway guides etc. in his own language for the immigrant. The librarian should inform herself about the native country, history, language and race of the foreigners in her community. The children may be the means of coming in touch with the adults, thus drawing them to the library or the night school.

Libraries and schools.

Relation of libraries and schools. Wis.

Lib. Bul. 5: 62-5. Jl. '09.

A series of questions sent to public libraries in Wisconsin shows that great opportunity lies before public libraries.

School's point of view. J. E. Banta. A. L.

A. Bul. 3: 184-90. S. '09.

"The superintendent of schools, who has to do with the oversight of educational matters, should be directly connected with the library in order that jealousy may not come from either side, in order that both may reach their greatest efficiency. . . . We have our training schools for teachers. We are advocating in many of the states, and it has been begun in certain of the normal schools, that there be added to the curriculum library training. Not the detail of the work, not the technical work, all of it, but enough of it so that the teachers who are going into the public schools shall know how to use a library, how to use a card catalog, shall understand the value of indexes, of tables of contents, of a preface, shall know the nearest library to which they may direct their pupils. Where that has been worked out, as it has been in certain of the normal schools in New York state, it has resulted in marked advantage, so great advantage that other principals of normal schools are advocating the insertion of that subject in the curriculum and requiring it of teachers. Conversely, with all the benefits our libraries are receiving from the library schools along the line of technical work, I wish the time may come when those who go out from the library schools may serve an apprenticeship in the public schools also, that they may understand young life a good deal better than it is understood today by many of the librarians. . . . From the school side we advocate a pedagogical section in every library. Teachers, you say, should buy their own books, but it is not always possible that those school-ma'ams have been advanced in compensation in proportion to the cost of living. In the library they should find the tools with which they may work. Of course there is a limit to the amount of money that will be expended, but there are not a large number of new works on pedagogy that need to go upon the shelves. In pedagogy, as in other fields of books, there are many works that are ephemeral, and will soon be superseded. Let it be a special section if you wish, generally, it need be, and let these books be regarded as professional books and the teachers as a special class, not limited to the seven-day or the two-weeks period, but allowed to take these books and use them for the period of a month if need be. . . . All well-organized libraries today have the young people's library, or department, or room. Let the teachers assist in the selection of books. They have not a wide acquaintance with them to start with, but as our normal schools take up this work they are coming out with a range of books adapted to first year work, second year work, third year work and the like. Let them have a hand in selecting the books for this library, and now and then it may be of advantage also if they can take some of the newer books to the school room and read a passage here and there to the children to interest them. . . . The assembling of books by grades at a particular time has a marked advantage, and the school men today recommend it to librarians, and ask

Libraries and schools—Continued.

it of them as well. . . . As the new books come in, let the teachers know. It costs something to print the list and send it out. Sometimes it can be done with the printing press, sometimes the daily paper will take it up. Sometimes it can be done thru mimeograph work or by many of the machines that make many copies, but all of it having reference to the wider education and the greater use of the library. Then, too, systematic instruction in the use of the library should be given in schools, not by the teachers, but by some one from the library. A teacher comes to be associated with the arithmetic, the geography and the language, but a new voice attracts attention. I have seen this matter worked out in the schools. An assistant librarian who was formerly a school teacher offered to take up the work and it was of marked interest to see how quickly the children responded. There can be a definite course of instruction along this line. It is being followed in a number of cities of my acquaintance, and a number of other librarians have written in regard to the matter."

Work with schools. C. Bacon. A. L. A. Bul. 3: 214-5. S. '09.

Library associations and clubs.

See also Special libraries' association.

History of the Indiana library association. H. Lindley. Lib. Occurrent. 2: 88-90. D. '09.

History of the Wisconsin library association. Wis. Lib. Bul. 5: 76-9. S. '09.

Library commissions.

See also Legislation.

Experience of a free lance in a western state. L. E. Stearns. A. L. A. Bul. 3: 345-8. S. '09.

History of the Wisconsin free library commission. Wis. Lib. Bul. 5: 73-6. S. '09.

Jersey roads and Jersey paths. S. B. Askew. A. L. A. Bul. 3: 352-4. S. '09.

Story of conditions down in Missouri. E. Wales. A. L. A. Bul. 3: 350-2. S. '09.

Trend of library commission work. C. Hadley. A. L. A. Bul. 3: 197-202. S. '09.

"Co-operation is no new word in commission work. For several years there has been sufficient co-operation between the various states for the exchange of benefits among the library commissions. But the co-operation which seems necessary at present, is not simply a friendly attitude or theory of work, but a positive and vital connection between the commission and outside forces, and between the commission and every library within its state. With a definite and intelligent study of co-operative possibilities and a willingness to merge commission activities with those of individual libraries results should be unusual. . . . The library commission can co-operate with the state board of health, and through exhibits, speakers and books, join in the fight against disease and suffering. It can work with the state fish and game commission and increase the understanding and respect for animal life about us. Associated with the state board of forestry and with the state geologist, the commission can help libraries to teach the proper use of natural resources and how to protect them for future generations. Better ideas of home economics, of sanitary surroundings and increasing the earnings from the farm will follow if library commissions will bring the state

agricultural college with its varied resources into touch with the small community. Similarly, thru co-operation with landscape artists and architects the commission can demonstrate the economy in beauty."

What a library commission will do for Kentucky. W: F. Yust. 12p. '09.

With the prairie dwellers of Nebraska. C. Templeton. A. L. A. Bul. 3: 348-50. S. '09.

Library day.

Program and selections for the observance of library day, November 4th, by the schools of Alabama. Dept. of education, Montgomery, Ala.

Library exhibits. See Exhibits of libraries.**Library extension.**

See also Book wagons; County extension; Library commissions; Traveling libraries.

Reaching the rural population. F. Hobart. Pub. Lib. 14: 373-7. D. '09.

One effective indirect way is thru the rural press. A publicity committee of persons interested enough in library matters so that they can be depended upon to work should be appointed. A gift for discovering news, the power of telling it briefly, and a typewriter are valuable aids. A complete list of all papers published in the state should be divided among the members of the committee. Each member should "supply every paper on his or her list with at least two items of library interest a month, and to keep this up regularly, month after month. If possible, each member should receive copies of every item sent out by every other member and these dated and marked with the names of the papers to which sent, kept in a complete and accurate file for reference and to prevent unwise duplication. At the end of a year the collection will be most interesting and results will be seen long before that time. The items vary in length from a short paragraph to articles of some length and cover subjects that will be of general interest: announcements and descriptions of library meetings, notes of new library buildings, new or unique methods used in some libraries, personal about librarians, the use and manner of obtaining traveling libraries, the needs of certain communities without libraries, gifts to libraries, libraries in other states and countries, unusually large circulations, work with foreign population, institutional libraries, state aid for libraries—in fact, everything that can properly be of public or local interest." The country people will thus come to know that there are libraries and finally to wonder why they have none. All the live librarians should be asked to supply their local papers with items about the local library and the larger library field. An annual prize might be awarded to the librarian displaying the best collection of such publicity items. This publicity far exceeds in value the effects of institutes, round tables and meetings. Sub-committees of the state library association should have friendly oversight of the libraries in their districts, providing for the social getting together of librarians. This social intercourse will double the attendance, later, at institutes and round tables. Librarians of the very small libraries are not so much interested in cataloging, reference work, Library of congress cards or government documents as they are in talking over the best books for Farmer Jones, and how to prevent Tom Smith from soiling books, and how to manage library trustees, and how to get \$25 worth of books out of \$20, and how to mend and where to bind books. The state, county and local superintendents of public schools should be utilized in the publicity movement. The direct way of reaching the rural popula-

Library extension—Continued.

Library is to hold meetings with teachers and children, to have institutes, mothers' meetings, study clubs and courses, to reach pastors, school officers and summer visitors. The farmer himself must be reached. He pays the taxes. He despises artificiality. He will not be patronized. Work with them, not on them.

Library legislation. See Legislation.**Library methods.**

Catholics and the public library. E. L. Halsey. Cath. World. 90: 375-81. D. '09.

The authorities of the Cleveland public library have made a special effort to render the library useful to Catholics. Catholic assistants have been employed to direct the work. Catholic colleges, schools, clubs and reading circles are visited, and their needs are ascertained. A list of Catholic books was prepared and published with the aid of the Knights of Columbus. New literature was bought to round out the collection. The library staff were instructed concerning Catholic literature.

Electrical energy in the library. W. J. Phillips. Lib. World. 12: 167-70. N. '09.

Details of systematic management of lighting.

Report of the committee on library administration, 1909. C. Bacon. A. L. A. Bul. 3: 203-15. S. '09.

The report gives data on apprentices, bulletins, cataloging, Library of congress cards, inventory, loan department work, open shelves, shelf-list, withdrawals, work with schools.

Library of congress catalog cards.

Library of congress cards. C. Bacon. A. L. A. Bul. 3: 206-7. S. '09.

Library periodicals.

Library periodicals; a history. H. E. Haines. Bul. of Bibliography. 6: 2-5. O. '09. (to be cont.)

The Library journal, beginning in September, 1876 is the earliest periodical devoted to the library profession. Earlier in that same year the Publishers' Weekly had been publishing a column on library matters, out of which grew the idea of a library periodical. In 1886 Mr. Jewey began the publication of Library notes, an irregular publication concerning itself with labor saving devices and methods for libraries. Its last number appeared in 1898. Public libraries was started in 1896 to meet the needs of small libraries. The publication of the A. L. A. booklist was begun in 1905 at the instance of the League of library commissions. It is designed as an aid in book selection for small libraries. The Bulletin of the American library association was started in 1907 as the official organ of the A. L. A. It includes the yearly handbook and the proceedings of the Association. Library work published by the H. W. Wilson company since 1906, is a guide and index to current library literature. Several library commissions publish bulletins. Those of the Wisconsin free library commission, and the state libraries of New York and California, in particular, are of general interest. The second library periodical to be established was the organ of the English librarians. For the first few years of the existence of the association, the Library journal served as their official organ. The English journal has borne several names and is now known as the Library association record. There are also in England the Library, the Library world, and the Library assistant.

Library schools.

Report of the committee on library training, 1909. A. L. A. Bul. 3: 225-6. S. '09.

Special library training. A. M. Price. Pub. Lib. 14: 338-42. N. '09.

A comparative statement of the aims and methods of nine library schools.

Summer library school. T. W. Koch. Lib. J.: 34: 548-50. D. '09.

A description of the Michigan summer library school.

Library training.

See also Library schools.

Apprentices. C. Bacon. A. L. A. Bul. 3: 203-4. S. '09.

Instruction in work with children in the various library schools and summer schools. A. L. A. Bul. 3: 420-7. S. '09.

Library conditions which confront library schools. J. E. Elliott. A. L. A. 3: 427-36. S. '09.

Methods of training in one library school. M. E. Hazeltine. Wis. Lib. Bul. 5: 49-54. My.; Same. Lib. J. 34: 253-6. Je. '09.

Training for librarians in Germany. A. C. Piper. Lib. World. 12: 208-9. D. '09.

"About 1861, Friedrich Ritschl, the well-known scholar of Bonn University, organized the library of that university to a high degree of efficiency and used it as a training school for intending librarians. Many German librarians (including Karl Dziatzko, who is well-known in the library world) owe their training to him. . . . In 1886, Dziatzko was appointed librarian to Gottingen university, and shortly afterwards the German government decided to add the subjects of library economy and bibliography to the curriculum of the university. In order to obtain the best results from these courses, a professorship of library science was united to the office of librarian. The holder of these appointments, was required to give lectures on bibliography, history of writing and printing, paleography, the theory of library administration, and related subjects; and also, which is worthy of note, to conduct practical exercises. All candidates are expected to have completed the ordinary university course. This is definitely stated in an act passed in 1893 detailing the qualifications for librarians in the Royal library of Berlin and the university libraries. Each candidate must also serve two years' voluntary service, the second year to be spent at Gottingen university, so that advantage may be taken of the courses in library economy there. After completing these two years to the satisfaction of the authorities, the candidate has to pass an oral examination in library administration, general library history, and the history of writing and books. He must also have a sufficient working knowledge of the English, French and Italian languages, and be acquainted with the chief bibliographical aids. . . . The advance of women into the field of librarianship has made it necessary to establish two schools in Berlin for the training of women as librarians. The first was opened in February, 1900, under the supervision of Professor Hottinger, and is open to all girls over sixteen years of age, who possess the leaving certificate from a high school. It provides for two courses of instruction, one for training librarians for ordinary public libraries, of six months' duration; and the other, a much more detailed course, extending over three years, is intended to prepare students for chief positions in scientific libraries. The library attached to the school contains some 30,000 volumes. The students are instructed theoretically and practically in the encyclopedias and methods of science, in library economy, history of printing and type-setting, history of folklore, book-binding, copyright law, and related subjects. There are also courses in the Latin, Greek, French and English languages. At the end of the

Library training—Continued.

prescribed course a final examination, both oral and written, is held. Two years after the establishment of Hottinger's school, another was founded by Herr Wolfsteig. The age for admission to this school is nineteen, and the course of instruction is much the same as in Hottinger's school. The final examination is both written and an oral one, the latter occupying three hours. The written examination comprises cataloging from fifteen to twenty books in four hours, the preparation of some bibliographical work, for which four weeks are allowed, and a critical essay to be written within six months; also the translation of a prepared and an unprepared Latin passage, and the writing of an English and a French letter, with a test in shorthand and typewriting. To insure that the knowledge gained is not too technical, there is a condition that applicants for admission to the school must have had at least six months' experience in a library or publisher's office."

Training for librarianship. M. W. Plummer. Wis. Lib. Bul. 5: 45-6. My. '09.

Loan department.

See also Charging system.

Loan department work. C. Bacon. A. L. A. Bul. 3: 208-11. S. '09.

Loans, Inter-library.

Inter-library loans. W. W. Bishop. Lib. J. 34: 527-32. D. '09.

The Library of congress is already in effect a central lending library for other North American libraries. Its purpose in so lending books is to "aid research calculated to advance the boundaries of knowledge, by the loan of unusual books not readily accessible elsewhere." Such loans cannot include books that the local library should have or could easily procure by inter-library loan from a nearby public, university or state library. Nor can material in constant use in Washington be spared. Genealogies, local histories and newspapers may not be loaned, and bound periodicals only for very serious research. All expenses of carriage must be met by the borrowing library. The Library of congress constantly extends its resources for such loans, and there seems to be no good reason why any other central lending library should be contemplated. Cooperation or coordination among libraries may well take the form of cooperation in purchasing books and supplying information. Duplication of costly sets at many points is folly. The beginnings of a central bureau of information have been made in the Library of congress. Printed cards from the John Crerar library, Columbia university library, Boston public library, New York public library, District of Columbia public library, and the departments of agriculture and war, the geological survey and bureau of education are received and filed. The printed catalogs of libraries are at hand. The Library of congress is willing to answer by mail inquiries as to its possession of a particular book; as to existing bibliographies on a particular subject; as to the most useful existing bibliographies on a particular subject and where they may be available; as to the author of a book by a known title as well as the date, price and probable cost of a specified book; as to the source of a particular quotation if easily ascertainable; and where only moderate research is required information as to particular facts in literature and history, in the organization or operation of the federal government, and also to make extracts of moderate extent from books in its possession.

Magazines. See Periodicals.

Manuscripts.

Care of books in early Irish monasteries. E. A. Savage. Library, n.s. 10: 362-70. O. '09.

Illuminated mss. in the Ruskin museum, Sheffield. Lib. Assn. Rec. 11: 572-9. D. '09.

Manuscript hunting. E. C. Richardson. Biblio. Soc. of Am. Proc. and papers. 3: 14-28. '08.

Maps.

Maps and atlases—their selection and care. S. B. Ball. Pub. Lib. 15: 11-5. Ja. '10.

The methods of the Library of congress and the American geographical society are too elaborate and expensive for the average library. The public library of Newark, New Jersey uses the following system in its Business men's branch. "The library carpenter made a shelf of matched, inch-thick, white pine, nine feet long and five feet wide. This shelf was fastened by overhead brackets at right angles to the side wall, and eight feet from the floor. Three feet of the white curtain cloth called Holland was stitched to the top of each map, all unmounted maps having first been mounted. Hartshorne automatic tin shade rollers of four different lengths, three feet, four feet, six feet and nine feet, were placed close together on the under side of the map shelf on ordinary roller brackets. To these rollers the maps were attached, each map to a roller of proper length, at the end of the Holland extension. Altho the shelf is eight feet from the floor, the Holland extension permits the top of any map to be drawn down to the level of the eye. When a map is not in use it is rolled up out of the way just as a window shade is raised. A stick is fastened along the bottom of each map. From this hangs a brass chain about a foot long. At the end of the chain is a large white-wood label with the name of the map clearly printed on it in large black letters, and shellacked. Forty maps, four of which are nine feet wide, are cared for in this way on the nine feet by five feet shelf. Others are attached to rollers of proper length and kept in a rack nearby, ready to be slipped into place on the under side of the shelf as needed. Any library wishing to make readily accessible such of its maps as are often wanted, may find something of interest in this plan. The constant use that has been made of the maps at the Business men's branch shows how much depends on a convenient arrangement. The cost of such a collection is small in comparison with the usual map case of many shallow drawers, or with the clumsy roller combinations of the dealers. The itemized cost is as follows: map shelf 9x5 feet, \$30; Holland extensions, 3 cents or 4 cents for each square foot of material required. Cost of automatic tin shade rollers, 4 feet and under, 25 cents; 9 feet, about 80 cents. Brass chains, 3 cents per foot. Wooden labels, about 5 cents each. . . . Unmounted maps should be laid flat, with as few folds as possible, for each fold is but the beginning of a tear. A simple and inexpensive method is to group the maps into several large classes, such as local maps, state maps, city maps, United States, Europe and so on, and keep them in large portfolios. Portfolios 28x33 inches can be made for 60 cents and will hold at least 50 maps each. These maps are hardly worth cataloging separately in the ordinary library; but reference cards for each portfolio under rather general headings will be useful in suggesting a further source of map material. Although this method is somewhat crude and not altogether satisfactory, it keeps the maps in some order and is very inexpensive. Any library can afford to do at least this much with maps, and it is bet-

Maps—Continued.

ter to do this than to neglect them." A list of maps and atlases in use in the Business men's branch is given.

Musical libraries.

How to use a music library. O. G. Sonneck. il. Musician. 14: 486-7. N. '09.

Newspaper libraries.

See also Clippings.

Pamphlets.

Treatment of ephemeral material in the public library. S. K. Hiss. A. L. A. Bul. 3: 404-8. S. '09.

Treatment of pamphlets in Harvard college library. W. H. Tillinghast. A. L. A. Bul. 3: 400-3. S. '09.

Treatment of pamphlets in John Crerar library. A. G. S. Josephson. A. L. A. Bul. 3: 403-4. S. '09.

Periodicals.

See also Library periodicals.

Clearing houses for periodicals. H. W. Wilson. A. L. A. Bul. 3: 165-6. S. '09.

Magazines in a small library. F. Rathbone. Pub. Lib. 14: 377-8. D. '09.

A very small library with little reading room space and short hours should gain the cooperation of citizens to make a start in magazine literature. The selection of magazines to subscribe for should be made to round out what is available from private sources. Back numbers should be freely circulated. If files of periodicals for the last ten years can be secured from the attics by gift, the Reader's guide to periodical literature, 1900-1905 should be purchased. Many files back of 1900 would require the abridged Poole. All gifts should be accepted. In subscribing for periodicals, the town and users of the library should be considered. There should be one magazine of needlework, a good mechanical magazine for boys, a scientific magazine for men, and some periodical which gives a resumé of current events. Do not subscribe for religious magazines, but accept them freely as gifts. A small town library would do well to spend less money for books and instead invest freely in periodicals and circulate them. It is better to have a short list of very good but popular magazines than a longer list of cheap ones. A periodical check list on library bureau cards is a convenience when opening mail. The Gaylord brothers of Syracuse, N. Y. make good magazine covers for five and twelve cents each. Cover only such magazines as are used enough to become ragged. File the magazines on shelves six inches apart, backs to the outside. Alphabetic and subject lists of the magazines should be posted, and a monthly bulletin of interesting magazine articles is useful. If only one magazine can be bound, let it be Harper's monthly or the Century. Bind only as far back as use suggests. Use canvas, not leather for backs. Standard sized magazines can be bound satisfactorily for 65 cents a volume.

Nijhoff's index op de Nederlandsche periodieken van algemeenen inhoud. 1, no. 1. S. '09.

A monthly index to twenty-five Dutch periodicals. Articles are listed by author and subject.

Periodical indexes. N. Y. Libraries. 2: 39-40. O. '09.

Quarterly dramatic index: an index to all articles, reviews, and pictures relating to the stage which have appeared in the periodicals. Bul. of Bibliography. 6: 21-36. O. '09.

Reference libraries for busy men. P. P. Foster. Ind. 67: 1125-8. N. 18, '09.

Notes on this article are given under the heading Clippings.

Selection of periodicals for a public reading room. W. A. Briscoe. Lib. World. 12: 215-6. D. '09.

Picture bulletins.

Anniversaries and holidays; references and suggestions for picture bulletins, ed. by M. E. Hazeltine. 116p. '09. Wisconsin Free library commission, Madison.

A revision and extension of material which has been published in the Wisconsin library bulletin. References are given to pictures, bibliographies, sketches and reading lists.

Pictures.

Pictures in the children's room. S. M. Collman. Children's Library. Ohio State Lib. 2-4.

"A sunny room with the right light is not always at one's command, but a warm tint will transform a gloomy wall and the right picture will work wonders. A few large pictures are all the average room requires. Too many spoil the effect, and where the question of expense becomes a factor, let it rather be one good picture than three poor, cheap reproductions. In choosing the pictures care should be taken to avoid too popular or hackneyed subjects; leave Rosa Bonheur and Landseer, the Madonna of the chair and the Colosseum with the Perry pictures where they can do good work, but place something less familiar upon your walls." Subjects that are not easily understood by the children may be made familiar by telling their story, and their cultural value thus enhanced. "Architectural subjects, such as Gothic cathedrals, Greek temples or renaissance palaces, also offer unlimited possibilities, first for their beauty of line and mass; and then from the literary and historical side." (Canterbury cathedral, King Arthur, Field of the cloth of gold (plaster relief), St. George and the dragon, by Raphael, Children playing the organ (plaster relief) by Luca della Robbia, Arch of Constantine, Dancing cherubs (plaster relief) by Donatello are among the subjects recommended. Picture frames might have removable backs allowing the substitution of fresh subjects. Libraries may join in a system of picture exchanges. Landscape, unless colored, loses its charm for children. A good series of colored lithographs may be had from Leubrie and Elkus, 18 East 14th Street, New York. Frames should be simple. Flat mouldings of a dark oak or dull ebony are suitable for photographs and colored pictures. Plaster reliefs may be secured from Caproni brothers, 1914 Washington Street, Boston. Good photographic reproductions are sold by D. Anderson, Via Salaria, Rome. A. W. Elson and co., 146 Oliver Street, Boston. Franz Hausstaengl, 114 Fifth Ave., New York and the Soule art publishing co., 190 Boylston Street, Boston. For work at home and at school there should be plenty of Perry and Cosmos prints, and Detroit publishing co. colored photographs.

Printed catalogs. See Catalogs, Printed.

Prison libraries.

Prison inmates as librarians. F: C. Hicks. N. Y. Times. Saturday R. 14: 645. O. 23, '09.

An argument against the appointing of prison inmates as librarians of prison libraries. "Educated criminals who have made a failure of their lives might better be employed with their hands. Their reading, as well as that of their enforced confrères might better be directed by properly chosen civilian librarians.

Use of books in prisons. A. C. Hill. Lib. J. 34: 431-3. O. '09.

"Reading must be the chief reliance in all efforts to increase the knowledge, correct the reasoning and improve the conduct of men segregated from society. . . . Reading should be judiciously but unsparingly restricted. . . . It is specially important that men whose mental and moral qualities are diseased and distorted should read books pathologically sound and health giving. . . . Reading should be carefully supervised." The prisons of New York State maintain schools for illiterate inmates, and the reading of these pupils is carefully planned and selected from the school library. Special lines of reading are devised to meet special needs. Civilian librarians, specially fitted for the work, should be employed in prison libraries.

Private libraries.

Stack-rooms in private houses. Ind. 67: 1158-9. N. 18, '09.

A large closet may be utilized for an arrangement of reserve shelving.

Public documents.

Bibliography of the official publications of the Confederate States of America. H. H. Morrison. Biblio. Soc. of Am. Proc. and papers. 3: 92-132. '08.

Outline for a working collection of public documents and aids to its use. W: L. Post. A. L. A. Bul. 3: 315-26. S.; Same. Lib. J. 34: 538-45. D. '09.

Documents and journals of the colonial and revolutionary period do not come within the limits of government publications. These have been adequately described by P. L. Ford in Material for a bibliography of the Continental congress and H. Friedenwald in the report of the American historical society for 1896. The 38 volumes of American state papers must be the main reliance of librarians for the documents of the early congresses. The familiar sheep-bound set of congressional documents which is distributed to depository libraries includes documents and reports, and is now sent to libraries in a special library edition bound in buckram. Reference aids in studying this series are the Checklist covering the 1st to 53d congresses, 1895, the Tables of and annotated index to the congressional series of United States documents, 1902, with the advance sheets supplement, and documents indexes of the volumes of each session of congress. The separate departmental publications are numerous, and there is no adequate guide to them. The agriculture department has published a list of its publications. The proceedings of congress are found chiefly in the Annals of congress, the Register of debates, the Congressional globe and finally, from 1873 on, in the Congressional record. Congress has also issued many miscellaneous, unnumbered documents such as Elliott's Debates and Schoolcraft's History of the Indian tribes. Various indexes to the whole series of public documents have been attempted, from Poor's pioneer publication down to the Documents' catalogue which began with the 54th congress. There is still no adequate guide and checklist to the entire output of government documents.

Substance of the laws in reference to Confederate States government publications. H. R. McIlwaine. Biblio. Soc. of Am. Proc. and papers. 3: 85-91. '08.

United States public documents in California libraries. News Notes of Cal. Lib. 4: 432-8. O. '09.

A classified list of documents most useful in libraries with instructions for securing them.

Publishers and publishing.

Publishing houses of France. A. F. Sanborn. il. Bookm. 30: 241-52. N. '09.

Rare books. See Book rarities.**Reading.**

See also Children's reading.

American education and President Eliot's five-foot library. I. B. Richman. Ia. Lib. Q. 6: 49-51. O. '09.

Books and boys. B. Matthews. Ind. 67: 1117-9. N. 18, '09.

The average undergraduate should not be expected to take kindly to literature and develop a literary instinct. "He ought to be exposed to the contagion of literature, with the hope that he may catch it. But nothing is more certain than that too much must not be expected of him. Even with the best teaching, not one undergraduate in ten can be lured into reading the 'Iliad' or 'Paradise lost' for the fun of it. The 'Odyssey,' on the other hand, is a rattling good yarn, and a normal youth can be tempted to read it in Langs translation just as he would read 'Huckleberry Finn,' without suspecting that he would make acquaintance with a masterpiece."

Catholics and the public library. E. L. Haley. Cath. World. 90: 375-81. D. '09.

Notes on this article are given under the heading Library methods.

Convention of books. S: M. Crothers. Atl. lan. 104: 734-42. D. '09.

A convention in which the books discussed their readers.

Library reading in the high school. M. Ashmun. School R. 17: 618-22, 701-4. N.-D. '09.

There is a wide spread feeling among teachers that something more than the study of masterpieces is demanded for the best literary development of the pupils. The "outside reading" idea is gaining ground. "Reading should be done from an inner desire, not from an outside stimulus. The great work of the teacher is to create the desire. . . . She must put herself in the place of the pupil whose literary needs she is trying to supply, giving him not what she herself admires, but what his crude young appetite craves. Passing resolutely by her beloved Walter Pater, and Matthew Arnold, and Henry James, she must bestow a willing patronage upon such lesser lights as Anthony Hope, and "Ralph Connor," and Ernest Thompson Seton. She must learn even to appear politely interested in the Graustark books and not to evince too much horror when she finds herself pursued, as she is pretty likely to be, by the Hound of the Baskervilles."

On bookworms. Harp. W. 53: 6. N. 27, '09.

"The bookworm has a passion for the bodilv books. He does not read books, he buys them; he does not love books, he devours them; he does not possess books, he is possessed by them. . . . Books afford an innocent joy.

Reading—Continued.

They wrong no man's rights, they breed no malice, they foster no bodily comfort or grossness. They are shy talkers, lonely fellows and subtle company—but are such not good in a world of shove and snatch?"

Reading for courage. L. E. Stearns. Minn. Pub. Lib. Com. Notes. 2: 198. D. '09.

A list of fifty titles selected to help people to "conquer the outlook of helplessness, to control or mitigate the forces of nature."

Reference department.

Branch reference work in the Boston public library system. H. G. Wadlin. A. L. A. Bul. 3: 364-6. S. '09.

Notes on this article are given under the heading Branch libraries.

Limitations of reference work in branch libraries. C. E. Wallace. A. L. A. Bul. 3: 362-4. S. '09.

Notes on this article are given under the heading Branch libraries.

Main reference department and the branches in the Cleveland public library. H. S. Hirshberg. A. L. A. Bul. 3: 368-70. S. '09.

Notes on this subject are given under the heading Branch libraries.

Principles governing the selection of a reference collection for a great public library. W. D. Johnston. A. L. A. Bul. 3: 378-80. S. '09.

"With regard to accessibility of the general collections to the public, we can only observe that open shelves will not make a reference collection unnecessary; they will, however, modify the character of the reference collection, and may make it unnecessary to place any but ready reference books in the reading room. . . . Another administrative consideration in the selection of the main reference collection is the necessity of temporary reservation of special collections. One problem in connection with them is that of their relation to the special exhibits of the issue department. Where reservation is required by a definite body of readers there need be no doubt as to its desirability, but in cases where the subject is one of general tho temporary interest it may seem better to exhibit the books in the issue department rather than reserve them in the reference department. . . . The number of necessary reference books is not large, and Emil Reich promises that it will never be large, that, indeed, it will become less. I am inclined to the contrary opinion, but, however that may be, it is interesting to note that the British Museum has in its reading room some 60,000 volumes; the New York public library plans for about 25,000 to 30,000 volumes; the Boston public library has about 8,500 volumes. All of these collections, however, include, in addition to works of ready reference, standard works and manuals. Miss Kroeger's Guide to reference books comprehends about 6,000 volumes and its annual supplements about 50 volumes each, not including annuals or new editions. This increase of nearly 1% a year does not appear formidable, and may conceivably grow less with an improved organization of the book industry. . . . The British Museum has found it desirable to issue a new edition of its list of books in the reading room once in 15 years, the John Crerar library once in 9 years, the University of Leipzig once in 5 years. . . . The cost of the 100 reference books selected for small libraries by Miss Kroeger is \$1474.65, that is about \$5 a volume. The cost of the entire collection would therefore not exceed \$30,000 and the cost of annual additions, perhaps not more than \$5,000. The largest libraries of the country, counting all except the Library of congress, having over 300,000 vol-

umes, expend for books and periodicals an average sum of \$16,077. These libraries, by an annual expenditure of 10% of their book fund for works of reference, can secure practically everything that should be added to their reference collections. But the average annual expenditure for all libraries having over 5,000 volumes is only \$1,922. Obviously, these libraries must devote much more than 10% of their book fund to reference books, and even then restrict their purchases to the more useful general works, and particularly to those in compendious form. . . . All libraries will supplement the book collections in their reference departments by newspaper clippings selected simply with a view to supplying information not otherwise easily accessible. These should be destroyed as soon as their usefulness is over. They will also supplement the bibliographic information contained in their own catalogs by making accessible in the reference collections the more important subject bibliographies, and the more important library catalogs even if there are already copies of these in other departments of the library. Library catalogs like that of the Boston public library, the Shakespeare collection and the Columbia university list of books on education are especially desirable. They have all the value of bibliographies, and in addition, they show what volumes may be secured in other libraries or borrowed from them."

Principles governing the selection of a reference collection in a university library. W. Austen. A. L. A. Bul. 3: 375-8. S. '09.

"As a broad general working plan, a reference library may be laid down on these lines: 1. General bibliographies, cyclopedias (including biographical, statistical and geographical cyclopedias), dictionaries, yearbooks, and other cyclopedic materials, too general for subject classification. 2. Periodical literature of such a general character as experience has shown to include many references, current in literature. 3. Standard monographic works covering all branches of knowledge, classed by subjects. . . . Place all books wanted for reference in one logical, orderly group on shelves open to all classes of users. From these books allow the withdrawal of those needed for home reading, seminary and laboratory research. In all cases where experience has not shown that the greatest service to the greatest number requires the books to be kept in the library. In this way is attained the maximum efficiency at least cost."

Reference work in the New York public library branches. H. M. Lydenberg. A. L. A. Bul. 3: 366-8. S. '09.

Reference work.

Reference work in the library. W. O. Carson. Ontario Lib. Assn. Proceedings, 1909: 22-35.

A line ten feet long might represent the importance of the whole library. "A line four feet long would represent the reference department: three feet long, general circulating works; two feet, children's general circulating works; and one foot, fiction. . . . No library should have a separate reference room, unless it have a separate reference librarian, and all bona fide reference works kept in the reference room." One library enlarged its reference room and put all the fiction in it, opening a reference room in the stack where the fiction was kept. It is near the delivery desk where the attendants can aid in the guidance of readers. More people by 200 per cent use it than used the former unattended reference room. "The principal qualifications for reference work are: education, experience in the 'world school,' tact and resourcefulness. . . . The assistant librarians who are expected to assist in reference work should study the reference works of the institution and also have some knowledge of the important works on

Reference work—Continued.

important subjects. The assistant should first read the title-page and preface or introduction of each of these books, where the purpose of the book is usually stated. Then examine the book for special features, including indexes, cross references and bibliographies. Points to be noted are: The authority for the article, its arrangement, the date, the treatment of the subjects, whether technical or popular, whether concise or extended. As the student progresses, she must not confine herself to the reference works, but consult the best books on any subject for fuller, and sometimes more authoritative information. Many text books are the best reference books on special subjects. The student should always glance through the new books, government reports, and the like, that are being added to the library from time to time. We prescribe a certain amount of this study for the first, second and third year study courses for new appointees, and the test examination at the end of each year will show whether attention has been given to the prescribed course or not. All assistants who are expected to assist in reference work should be perfectly familiar with their cataloger's rules and her practices as well. When other sources of information fail the periodicals and an index to their contents. Important articles in magazines that are not indexed and clippings are useful. Pamphlets and clippings can be placed in envelopes, filed in cases and shelved. Cards of some special color in the catalog will indicate the pamphlet collection. "Special reference lists or bibliographies are very useful and they are great time savers as well, to both to the staff and your patrons. To adopt these very valuable aids to reference work, only requires the desire on the part of the staff to have them, and that they acquire the habit of making them. On every important subject looked up in an exhaustive way, a note should be made showing just what books, magazines, pamphlets and clippings contain valuable and the best information on the particular subject, class number, author, title, chapter and page should be noted. Vague reference should never be noted. Special reference cards should be made for all public holidays, and for all the stock references that are asked for, and those that you know will be asked for."

Reservoir libraries. See **Book storage.**

School libraries.

Catalog for school libraries of Minnesota; selected and approved by the Public school library commission, St. Paul, Minn. 1-343. '09.

The list was selected, graded annotated and classified for the Public school library commission by Miss C. F. Baldwin and Miss Martha Wilson of the Minnesota library commission.

Oregon public school libraries. E. F. Carleton. School and Home Educ. 28: 207-9. F. '09.

Text-books and some others. J. I. Wyer, jr. 9p. '09.

"There are a hundred reasons why a school should offer the best books to its scholars. The real power of a book to mould a life, to determine a career, to arouse courage, is no sentimental fancy. There is abundant testimony to its reality. But it is not Ray's Arithmetic administered on the installment plan, that will fire a boy with high resolve. Lindley Murray's Grammar hypodermically injected with birch-rod accompaniment, will never waken a worthy ambition. It is the lives of great men or tales of great deeds, the songs of heroes and the heroic, that will move the boy and the girl in ways that will make for worthy sentiment, richer life. If in buying books the teacher must sometimes choose between wholesome and inspiring stories and more dictionaries or history, it should be the former."

Schools and libraries. See **Libraries and schools.**

Scientific libraries.

See also **Technical literature.**

Shelf list.

Shelf list practice. C. Bacon. A. L. A. Bul. 3:211-2. S. '09.

Special collections.

Special collections in libraries in the United States. I. G. Mudge. Lib. J. 34: 546. D. '09; Same. Pub. Lib. 15: 20. Ja. '10.

The Bureau of education has in preparation a report on special collections in libraries in the United States.

Special libraries.

Development of special libraries. R. H. Whitten. Lib. J. 34: 546-7. D. '09.

A special library is an up-to-date working collection of special literature with a special librarian in charge. The first essential is the special librarian. The special library is destined to become sort of an enlarged and vitalized tool, like a magnified handbook of a subject. Books, pamphlets and periodical literature contain valuable material on every conceivable subject, but want organization and bibliographic aids to make them available. The legislative reference library is a typical special library. Law, medicine, engineering, commercial and insurance libraries belong to this class.

Special libraries association.

First annual meeting, November, 1909. A. Sears. Lib. J. 34: 548. D. '09.

First meeting, November, 1909. Pub. Lib. 15: 29-30. Ja. '10.

State documents.

Model law for the distribution of state documents. C. W. Andrews. A. L. A. Bul. 3: 327-8. S. '09.

State institution libraries.

See also **Prison libraries.**

Report of the committee on commission work in state institutions. M. E. Carey. A. L. A. Bul. 3: 339-41. S. '09.

State libraries.

Province of the state library when extended to cover the library interests of the whole state. J. I. Wyer. A. L. A. Bul. 3: 294-6. S. '09.

"It is as sound public educational policy that the state library should extend its work to cover the state, as that the state university should admit students from the whole state and not only from the town in which it is located. It is a sound economic truism that one organization, properly constituted and administered, can work more effectively than many in the same field. It is expedient that library workers look to greater consolidation and co-operation before the lack of these characteristics becomes so noticeable as to draw the attention of governing bodies. Not least is the argument from analogy. The National library and several state libraries are conspicuous examples of the successful library extension and centralization which is here advocated."

Province of the state library when restricted to the service of the legislature. J. E. King. A. L. A. Bul. 3: 292-4. S. '09.

"Unquestionably the most important work that may be successfully undertaken is a legislative reference department. The chief requisites for this branch of service are a good law

State libraries—Continued.

library, a good collection of government and state documents and the accredited sociological and economic text books. With this material a capable reference librarian can in a few months compile a vast amount of information in the way of bibliographies and card indexes of important and timely subjects. . . . The essence of successful legislative reference work is common sense and the help of a good law library. There is no room for 'fads' or eccentricities. The legislator is not only a busy man but he has his own ideas. He does not want to be told what to do, but how to do it. He wants information, not dictation."

Report of the committee on statistics of state libraries. A. L. A. Bul. 3:285-9. S. '09.

Storage of books. See Book storage.**Story telling.**

Is the story hour within the librarian's province? Affirmative. W. C. B. Sayers. Lib. Asst. 7:72-3. Ja. '10.

A part of the librarian's function is that of the introducer of books. "The story hour is an investment in the brains and imaginations of children. . . . A story-telling room is the library assistant's training ground in literature."

Is the story hour within the librarian's province? Negative. J. D. Stewart. Lib. Asst. 7:73-4. Ja. '10.

"Any activities undertaken by a library, in addition to its ordinary work must be governed by three considerations (1) The cost (in relation to the library's income); (2) Its practical utility (i.e., no activity should be undertaken unless it is certain that no other activity of greater value is being set aside in its favor); and (3) The work must not form part of the duty of some other authority. If we test the story-hour by these considerations it is quite obvious that it cannot be considered a legitimate part of the public library's work. The story-hour in American libraries, of which we hear so much, is largely an overrated sham. . . . The story-hour, being as it is, for the younger children and forming a distinct part of the elementary teacher's work in teaching literature, should be done at the schools, where the individual children are known. The lecture or talk on books and authors to older children can best be done at the library, and is a useful part of its work. I therefore contend that the story-hour is within the teacher's, and not within the librarian's province."

Practical results of story-telling in Chicago's park reading-rooms. Mrs. G. Thorne-Thomsen. A. L. A. Bul. 3:408-10. S. '09.

Stories were told in the park field-houses where library reading rooms had been established. One story hour a week at each of the reading rooms for children below ten years and one for the older children was attempted. Stories were also told in the assembly rooms of the schools. Teachers were present at the story hour. The aim in this work was "to help form the children's taste and thereby promote their reading of the best books; to interest the teachers in the children's reading outside of school as well as to make the teachers acquainted with what the library had to offer as direct helps in their daily work; to assist in the task of awakening a public sentiment in favor of a new policy with reference to the library's work for children."

Stories and story telling. E. P. St. John. *60c. Pilgrim press. '09.

Story Hour. M. Ely. Children's Library. Ohio State Lib. 6-7.

"One of the greatest blessings of the story hour is the change that it works in the children's attitude toward the librarian and the library. The library is no longer simply a place where they go for books, get the books and leave as quickly as possible. They feel that they know the librarian who tells them stories."

Story telling in public libraries. L. C. Foucher. Story Hour. 1:10-4. My.; Same cond. Pub. Lib. 14:124-5. Ap. '09.

Story-telling in the Brooklyn public library. I. J. Duff. A. L. A. Bul. 3:415-7. S. '09.

"Given ideal conditions, and a trained storyteller, with love, talent, and time for her work, we feel that the story hour offers opportunities not to be slighted. Under other conditions, we should say that there are other activities open to the library worker with children which would be likely to prove more profitable. In acquiring a thoro acquaintance with her books, in establishing a mothers' club such as that conducted by the East Liberty branch of the Carnegie library of Pittsburgh, in preparing book talks for the mothers' clubs of near-by kindergartens, in making herself better acquainted with schools, not only thru school visiting, but also thru familiarity with the syllabuses of various grades, in more extensive home visiting, and in closer co-operation with the manifold institutions for social betterment in the neighborhood of her library, the average children's librarian will find sufficient outlet for her energy and will accomplish the greatest good, to the greatest number, at the least cost."

Story-telling in the Carnegie library of Pittsburgh. A. I. Hazeltine. A. L. A. Bul. 3:413-5. S. '09.

Story-telling in the Cleveland public library. R. Gymer. A. L. A. Bul. 3:417-9. S. '09.

"The story hour must be wisely planned in its relation to the work as a whole. Over-enthusiastic persons who imagine that with a story hour a library must be doing good work with children have found that such things as time and place should have been taken into consideration before organizing a story hour that proved a hindrance instead of a help. Order is the fundamental requisite of a library, and the story hour should be conducted in a manner to preserve order rather than to make it more difficult to maintain. If there is no room within easy access where the story may be told, if the library occupies restricted quarters and it is impossible to arrange to have the children come when the library is closed to adults, it is far better to do without a story hour altogether and to depend upon individual work in directing the children's reading."

Story-telling in the New York public library. A. C. Moore. A. L. A. Bul. 3:410-3. S. '09.

"Forming an estimate of the practical results of the story-telling in the New York public library during these introductory years, I would give first place to its effects upon the work of the assistants and of the supervisor. Any form of work that takes assistants out of ruts and sets them to reading and thinking, and talking over what they read in a natural manner is worth considering. I believe that it should be considered first, because the full value of a story told to children can come only thru the intellectual appreciation of the story by the person who tells it and a quick perception of its effect upon those who listen to it. The second result I would consider to be the increased sense of pleasure in the children's room, and in the selection of

Story telling—Continued.

and their books on the part of the children, and the beginnings of a real effect upon the taste in reading. The last point is best illustrated by the groups of older boys and girls to whom stories have been told regularly. The third and last result is the interest aroused, both inside the library and outside, among library assistants and their families; children and their parents; school principals and teachers; social workers; and people in general."

Technical literature.

Criteria for selection of technical literature. E. F. Stevens. A. L. A. Bul. 3: 259-62. S. '09.

As aids in selection buying lists published in technical magazines or by libraries are available. These include "a \$500 technical library in Technical literature, now Engineering digest, June, 1907; a Select bibliography of technical chemistry in Chemical engineer, December, 1908; a Review of the literature of reinforced concrete, reprinted from Engineering digest, by the Engineering news, with added list of current books on cement, concrete, lime, &c.; . . . and Some industrial arts books of popular use in the public library of St. Joseph, Mo. which was printed in the A. L. A. Book-list, February, 1908, with those titles starred which had been in greatest demand by readers. There is a List of practical books on electricity, machine-shop practice, foundry practice, etc." Louisville free public library, 1909; and very similar to it, the List of practical books on machine-shop practice, foundry work and electricity, published by the Library association of Portland (Ore.), 1909."

Library and the mechanic. P. B. Wright. Lib. J. 34: 532-8. D. '09.

Notes on this article are given under the heading Libraries, Use of by the public.

Public library and the mechanic. T. L. Smith. Pub. Lib. 15: 6-10. Ja. '10.

Notes on this article are given under the heading Libraries, Use of by the public.

Public library service to mechanics. Pub. Lib. 15: 10-1. Ja. '10.

Technical work in public libraries: the library and industrial workers in Canada. T. W. H. Leavitt. Ontario Lib. Assn. Proceedings, 1909: 36-46.

Notes on this subject are given under the heading Libraries, Use of by the public.

Traveling libraries.

Libraries in rural communities in New York state; an abridged report of the committee on libraries in rural communities, appointed by the New York library association. Lib. J. 34: 445-8. O. '09.

In the three years ending October 1, 1908, New York traveling libraries of a general character for community use has reached only 100 stations. A comparison with the circulation of similar libraries in other states covers 14 states. "The classes of libraries considered are those loaned to (a) groups of tax-payers, which almost always are used by the general public; (b) schools and miscellaneous organizations, which may or may not be used by the general public; (c) public libraries; and (d) charitable institutions and study clubs, where the use is plainly not general. Taking the first group, the tax-payers, where the library is almost always for general use in a place without a public library, we find that two states, California and Kansas, limit their work to this kind of library, and circulated in one year, in California, 667 libraries, and in Kansas 804. In three other states, Wisconsin, Minnesota and Pennsylvania, more than one-half (from 52 per cent. to 79 per cent.) of the libraries were of this class. These five states together sent out in one year 2087 libraries of this class, these being over 74 per cent. of all libraries sent out by them. If we add to the libraries loaned to tax-payers, the others of public or semi-public nature, i.e., those loaned to schools, libraries and other organizations, we find that in twelve of the fourteen states considered over 80 per cent. of the libraries loaned are of this sort, that serve more or less for general reading. The other two states are Iowa and New York. In Iowa 64 per cent. of the libraries are of this sort, and in New York only 36½ per cent. That is, in all the other states circulating traveling libraries extensively the bulk of the work is with libraries for more or less general use. In New York the bulk of the libraries, 61 per cent. to be exact, are used by study clubs."

Library conditions in rural New York; abstract from a report by the committee on reading for rural communities of the New York library association. N. Y. Libraries. 2: 12-6. O. '09.

Withdrawals.

Withdrawal record. C. Bacon. A. L. A. Bul. 3: 213-4. S. '09.

1910

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THE NEW YORK
PUBLIC LIBRARY

VOL. IV

No. 1
ASTOR, LENOX AND
TILDEN FOUNDATIONS

Library Work

APRIL 1910.

THE H. W. WILSON COMPANY
BIBLIOGRAPHICAL PUBLISHERS
MINNEAPOLIS, - MINNESOTA

* HA

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By ELFRIDA EVERHART

Reference Librarian, Carnegie Public Library, Atlanta, Ga.,
and Instructor in the Library Training School

This handbook is intended for the use of librarians, students, business men, etc., who have occasion to use public documents, or wish information concerning their printing and distribution. It explains and classifies the various publishing divisions of the government, and gives the history and character of their publications. Thus it directs the reader to the documents containing the material desired and tells where they may be obtained.

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TILDEN FOUNDATIONS.

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ume two, \$1.00)..... .25
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Bibliographical publishing has always
been a financial hazard. A history of such
failings would reveal many wrecks
along the way. An inquiry into the affairs
shows those that have survived would show
the survival is due to additional busi-
ness of a more profitable nature carried on
in conjunction with the more expensive bib-
liographical work. The cost of production
of such publications is out of all propor-
tion to the prices it is possible to charge for
them, and their sale is limited. Comparisons
show the cost to libraries of the most used
reference and bibliographical aids show
the price of \$24 which has been an-
nounced for the *Readers' Guide*, 1905-1909
is the most modest one. This volume indexes a
larger number of periodicals than the
Readers' Guide, 1900-1904 and will also con-
tain analytical subject entries to about five
hundred composite books of the kind in-
cluded in the A. L. A. Index to General Lit-
erature. It is estimated that it will fill about
1,640 pages as compared with 1,640 pages
of volume one.

It would be charged for on the basis
of the cost of the *Readers' Guide*, 1900-1904,
which would cost libraries \$28. As compared
with the International Year Book, which
is printed in briefer type, the price of the
coming *Readers' Guide*, would be over
while the same amount of material set
in smaller type and charged for at the rate paid
for one hundred pages of Poole's Index
to Periodical Literature, 1902-1907 would
cost over \$88.

The salary of a good cataloger for one
year about equals the cost of the new vol-

ume of the *Readers' Guide*. The results of
the cataloger's work as compared with the
material made available by the periodical
index are so meager that a comparison of
the cost needs only to be mentioned to
show how much more may be gotten for
the money spent on indexes than on cata-
loging.

The part of the President's message of
December relating to the deficit in the post
office department and the recommenda-
tion for an increase in the rate on second
class matter has aroused much comment in
the periodicals. The general sentiment is
that the President took the figures from
reports, being quite innocent of their un-
trustworthiness and full significance. Some
journals question the motive back of an at-
tack on this class of printed matter and a
few derive amusing jibes from the discus-
sion.

Everybody's for March quotes George W.
Wilder, president of the Butterick Com-
pany, who appeared before the postal com-
mittee of congress:

"First. There is not a deficit of \$17,000,-
000, but with proper allowance for rural
free delivery, there is a surplus of over \$10,-
000,000 in all the operations of the post of-
fice.

"That, coincidently with every step in
the admitted tremendous expansion of mag-
azines, circulations, advertising and cir-
culation-getting schemes, there came a steady
decrease in department deficits from a 21.4
per cent. deficit in 1870 to 2.4 per cent. in
1902 when R. F. D. became important.

"Second. The department's figure of
\$64,000,000 loss on second-class matter is
wrong by \$16,000,000. The error is due
principally to: (A) In the postmaster-gen-
eral's report for 1909 the cost of second-
class matter is figured on the basis of
weight for all second-class matter—792,-
580,967 pounds. It should be figured on the
basis of 694,865,884 pounds. (B) In this
same report among the items of cost
charged to second-class matter there is ru-
ral free delivery, \$13,831,100. That is, the
loss caused by the policy of rural free de-
livery is charged to second-class matter.
(C) In arriving at the amount of trans-
portation and other expenses based on
weight to be charged against second-class
matter, the estimate is made on a percent-
age of weight of second-class matter to the
mail carried, which is claimed to be 63.91

LIBRARY WORK

per cent. This should be 35 per cent. It makes a difference of millions. (D) And there are errors in all the other cost items, as this argument will show.

"Third. Length of haul is not the determining factor in reaching the cost of transportation per pound carried. Other elements enter into it that make a pound in the shorter hauls average to cost the department more than a pound in the longer hauls.

"On the department's own figures of the relative cost of hauling and handling magazines and newspapers there is, in spite of the magazines' longer haul, and because of the greater number of pieces per pound in newspaper mail, more loss (by the department's figuring) in giving the second-class privilege to newspapers than in giving it to magazines. The magazines do not carry more advertising than newspapers, and what they do carry is immensely more profitable to the department than newspaper advertising. Therefore, on the department's own showing of the differences between magazines and newspapers, every difference points against a higher rate in magazines, instead of toward it."

Hampton's remarks: "If it costs Uncle Sam nine cents a pound to carry magazines, then Uncle is paying his 'subsidy' to somebody else and not to the press. And, of course, we cannot afford to have sixty-four millions of 'subsidy' going without trying our best to locate its whithertude. And so, of course, we all want that postal investigation and we want it thoro, in every department of the postal service."

As the Saturday Evening Post (Feb. 26) comments, "The nature of his recommendations, and the attempt to exempt newspapers from any increase, are final grounds for a divorce of this great business department from politics."

World's Work (March) adds, "It is an example of the uncertain way the business is conducted that the post office department should furnish to the President figures so grossly misleading and incorrect. The single statement that it costs over nine cents a pound to carry 200 pounds of second-class mail to Chicago, when we know that the President himself could make this journey on a first-class ticket for \$18, is evidence of its absurdity. After some knowledge of the facts as they are, we are willing to say:

"That the amount of second-class matter carried does not unfavorably affect the post office, is proved by the fact that in the year ending June 30, 1908, the weight of second class matter decreased approximately 17,000,000 pounds, and the post office loss increased during the same period \$18,000,000.

"That the proposition seriously to raise the second-class rate will cause loss of revenue to the government—the deficiency will increase, as it did in 1908, because it will drive the 'short hauls' to the freight and express lines, and the government will get only the unprofitable part of the trade.

"If the books of the department were properly and efficiently kept, they would show a profit of \$11,000,000 outside of the loss on rural free delivery, and the rural free delivery would pay for itself, if the carriers were forced to turn into the government treasury the money that they do now, or could, earn by carrying packages weighing more than four pounds. On the other hand it has been repeatedly stated that the government pays extravagantly high prices to the railroads for transportation. We have seen no direct proof that this is true—a business administration would discover the facts and regulate the error, if any.

"The rates of third-class matter should be changed to remedy the present situation by which the express companies get all the profitable 'short hauls,' while the government gets only the unprofitable 'long hauls.'"

A statement about the Canadian experience was made in the New York World on Jan. 22. "Canada is a country of small population and great distances. For the fiscal year ending March 31, 1909, the mail-carrying mileage of the Dominion increased 1,312,073 miles. The first-class matter grew in volume over 4 per cent. The expenditure, owing to expansion of service, increased \$586,456.66 as compared with the previous year. In August, 1908, the drop-letter rate for cities having a carrier service was reduced from two cents per ounce to one cent. The second-class rate of one-half cent per pound for regular weekly and monthly publications which required to be transmitted more than 300 miles was abolished, together with the zone restriction, and they are now dispatched to any part of Canada for one quarter of a cent a pound, or one fourth the United States rate, while the free area for publications has been extended from a radius of twenty miles to forty. It is surely as far from Montreal, Canada, to Vancouver or the Klondike, as it is from New York to San Francisco or Seattle. The Canadian post office surplus for the year was \$800,237.53."

The Ladies' Home Journal for March makes a telling point: "Eleven thousand county weeklies pay absolutely nothing to the post office department to have their papers delivered in the county. Why should you be asked to pay to have your magazine delivered when your neighbor pays nothing to have her county paper delivered to her? All the mail matter sent out by the government departments, congressmen and senators is carried free—'franked,' it is called. This costs the post-office department, in one year, 20 million dollars. But this is charged up in arriving at the deficit of the post-office department. Is it right that the cost of getting your magazine to you should have added to it what it costs to let public officials send out, free, their printed speeches, and the government its printed material? It has not been suggested that the postage rate on newspapers be in-

LIBRARY WORK

d. Why, because you choose to subscribe to a magazine instead of a newspaper? Must you be asked to pay postage? Does a magazine have more advertising? Not at all. Some of the New York Sunday papers have more columns of advertisements than The Ladies' Home Journal ever had in a single number."

Secretary John N. Drake, of the Short Railroad Association, thinks it should be known that the railroads don't get that nine cents, anywhere near it. He says that the nine-cent a pound charged against mail transportation includes all the expenses of the office department, and that the railroads for their services get a trifle more than nine cents a pound." (Harper's Weekly, 1. 22.)

Collier's (Jan. 8.) heads its paragraph on the subject "Calling a Bluff." "The illustration professes to think Collier's various muck-raking periodicals are subsidized to the detriment of the post-office. If on investigation it be shown that the postal deficit is caused not by the free delivery of newspapers free within county, but by the indiscriminate franking privilege of the branches of the government, or the excessive rates paid to the railroads for carrying the mails, but by the actual cost of carrying Collier's, McClure's, Everyman's, the American, the Outlook, etc., to the readers, we shall cheerfully contribute our share of the increased tax for the privilege of continuing to print important, sometimes disagreeable facts. If the government pays more to the railways for carrying sacks full of periodicals than it does for sacks full of other merchandise, it would be interesting to know the reason. Second-class mail matter is fast freight, it would be an excellent exercise for great men in Washington really to find out what such fast freight ought to cost. Delivery of parcels posts abroad will be inevitable and we understand one was made for Mr. Meyer when he was postmaster general. Hire some expert accountants, Mr. Joe, and get busy. It will do you

list of Polish books. The January bulletin of the library contains a list of the current periodicals subscribed for, and shows the rooms and branches in which they may be found.

The city library of Springfield, Massachusetts has sent out a leaflet entitled Forty-one readable books, and some bookmarks giving lists of books on new ideas in city government, votes for women and books with chapters on Abraham Lincoln for young readers.

The public library of Brookline, Massachusetts has issued a selected list of books on business and related subjects.

A list of current medical periodicals and allied serials has been published by the John Crerar library.

The bulletin of the St. Louis public library for February contains lists of books on folklore and forestry.

A bibliography of waterways is printed in the January Quarterly of the Kansas City public library.

The Chicago public library has published lists of books on Robert Emmet, and St. Patrick's day.

The Texas library and historical commission has begun the publication of a bulletin under the title, Texas libraries. This bulletin is devoted to the interests of libraries in Texas, and does not enter the general library field.

The Special libraries association has inaugurated a new library periodical called Special libraries. It is intended as a means of furthering effective cooperation, and as a medium of communication and clearing house of notes and news. It will publish a limited number of papers and short reference lists. It will devote special attention to listing the more important current literature consisting of periodicals, books, pamphlets and reports relating chiefly to public affairs, social problems, public utilities, technology, insurance and finance.

The new building of the Denver public library was dedicated on February 15, 1910. The library has issued a pamphlet containing the program of the dedicatory exercises and pictures of various rooms in the building.

The department of education of Ontario, through its inspector of public libraries, scientific institutions and literary and scientific societies is carrying on nearly if not quite all of the work undertaken by library commissions in the United States. The report of inspector W. R. Nursey for 1909 has been published separately.

The annual report of the public library of the District of Columbia shows that, in spite of an inadequate working force, the home use of the library increased 23 per cent during the year. A separate useful arts room in charge of a man and largely used by men is a valuable feature of the library's work.

Library Notes

A selected and annotated list of lives and deaths is included in the March bulletin of the Carnegie library of Pittsburgh. The list is also issued in separate form. The January bulletin contains a reference list of electric heating and cooking.

The January bulletin of the New York Public Library contains the beginning of an extensive bibliography of works relating to the Near Eastern question and the Balkan states, including European Turkey and modern Greece.

The February exhibitions in the history room of the public library at Grand Rapids, Michigan consisted of books and maps on city and suburban homes. The January bulletin of this library includes a

Periodicals Included

- A. L. A. Bul.—American Library Association Bulletin, 1 Washington St., Chicago.
- *Boekzaal.—Boekzaal. f. 3. 25. Ploegsma and Co., Zwolle, Netherlands.
- Blätt Volksbib.—Blätter für Volksbibliotheken und Lesehallen. m. 4. Otto Harrassowitz, Leipzig.
- Conn. Pub. Lib. Doc.—Connecticut Public Library Document, Public Library Committee, Hartford, Conn.
- * For Folke-og Barneboksamlinger.—For Folke-og Barneboksamlinger. (Quarterly.) Kr. 1. Christiania.
- Ia. Lib. Q.—Iowa Library Quarterly, Iowa State Library Commission, Des Moines, Ia.
- Library, n.s.—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.
- Lib. Asst.—Library Assistant. 3s. Hugh Smith, Bishopsgate Institute, London, E. C.
- Lib. Assn. Rec.—Library Association Record. Single numbers, *2s. Whitcomb House, Whitcomb St., Pall Mall East, London, S. W.
- Lib. J.—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. Occurrent.—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.
- Lib. Work.—Library Work. 50c. The H. W. Wilson Company, Minneapolis, Minn.
- Lib. World.—Library World. 6s. 6d. Library Supply Co., 181 Victoria St., London.
- Minn. Pub. Lib. Com. Notes.—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.
- Neb. Lib. Bul.—Nebraska Library Bulletin, Nebraska Public Library Commission, Lincoln, Neb.
- N. Y. Libraries.—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- News Notes of Cal. Lib.—News Notes of California Libraries, California State Library, Sacramento, Cal.
- Ohio State Lib. Bul.—Ohio State Library Monthly Bulletin, Columbus, Ohio.
- Penn. Library Notes.—Pennsylvania Library Notes, Pennsylvania Free Library Commission, Harrisburg, Pa.
- Pub. Lib.—Public Libraries. \$2. Library Bureau, 156 Wabash Ave., Chicago.
- *Rivista d. Biblio.—Rivista delle Biblioteche e degli Archivi. l. 15. G. Biagi, Via de' Robbia 60. Florence.
- Vermont Lib. Com. Bul.—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wash. Lib. Bul.—Washington Library Association Bulletin, State Library, Olympia, Wash.
- Wis. Lib. Bul.—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.
- Zentralblatt für Bibliothekswesen.—Zentralblatt für Bibliothekswesen. m. 15. Otto Harrassowitz, Leipzig.

* We are indebted to Mr. F. G. Axtell, Librarian of Macalester college, St. Paul, for translations and digests of the articles in Boekzaal, For Folke-og Barneboksamlinger and Rivista delle Biblioteche e degli Archivi.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current Library Literature

January to March, 1910

Administration.

See also Finance.

Critical problems in reorganization
New York, C. E. Rush Lib. J. 35: 36. Ja. '10.

Every public librarian should be duty bound to furnish the most economical administration possible and enlarge the use and value of his institution in every way that he can. Conditions are changing. Democratic days have come. Libraries are supported by and for the people who are becoming well aware of their rights of ownership and the privileges that should enjoy. A system that entails a great amount of detail and time on the part of patrons and library assistants will hinder them as a barrier and as an added expense in the annual appropriation fund. It is to consider the increased amount of good that can be done and the growing popularity will be awakened in simplifying the less vital points in our systems, and yet in the safety of our entrusted property and accuracy of statistics that are actually vital. The problem of statistics must arise. We will acknowledge that a certain few are vital, such as contents of the library, additions and withdrawals, daily circulation, receipts and expenditures, total number of borrowers and a few other minor ones that can be obtained. But why consume time and money in accomplishing and tabulating page after page of bare figures that are of such use in making a library larger and better? Perhaps the printed annual report is so, in many cases, of little appreciable value. For the small libraries, the printing expense is far too large to be considered. Their reports can be easily printed in the newspapers, which will answer every needed purpose.

One printed report in three years should be sufficient for the majority of medium-sized libraries. . . . Many libraries over the country have considered the regular accession book unnecessary, and are satisfactorily keeping their accession records by means of bills in various combinations of order and shelf cards. But in case the bills are not on file in the library and the order cards are of use for other purposes, it is generally more convenient to make use of the accession book. In ordering new books an excellent labor-saving method has been devised. Draw up a small order-card-form to be printed on three sheets of paper, the first two of thin but firm paper and the third of regular card material. Change regularly in pad form and with the use of two sheets of carbon paper, two impressions can be made while writing.

The original is used to order the book, duplicate goes to the Library of Congress in order for the L. C. cards, and the triplicate remains at the library as an order record. . . . The small and medium-sized libraries opening open shelves find very little demand for detail on their catalog cards. They are called upon more often to explain the hidden

meanings of confusing marks, letters, figures and abbreviations than to give still further information. For them the catalog is of use only as a brief indication of what the library contains and where to find it. . . . It seems wise to use the Library of Congress cards whenever possible, and now more simple local cataloging is being recommended. The question of consistency will naturally be raised at once, since the L. C. cards are well supplied with minute detail. The difference must be regretted of course; but the printed cards add very little confusion when filed among a large number of simple cards, because of the clearly printed form, the choice of type and the distinct separation of author and title from the imprint, which make them much more easily understood than type-written cards bearing the same amount of matter. Why bother ourselves in forcing absolute consistency in this one thing? We are never thoroly consistent in other things. . . . Care must be taken in libraries destined to grow rapidly to classify closely enough and assign book numbers large enough to avoid future confusion. There is often the danger of adopting too few changes, particularly in cataloging and classification, that are known to be helpful and wise, simply because of the idea that all previous practice must be adhered to. . . . The abolishment of the guarantor system for adult applicants removes a larger barrier between the library and the public, and the few additional books lost during the year amount to a mere trifle compared with the increased amount of satisfaction and growth which comes to the borrower and the library. . . . Another change which should be considered is that of the time limit on borrowed books and the number of books that can be drawn at any one time, except in the case of a small library that must lend sparingly in order to furnish a selection of books in demand. The allowance of two or more books and the privilege of keeping them for a month, except those limited to seven days, give marked satisfaction. . . . After all, why shouldn't a borrower read what he likes best from a well-selected collection of books, even though he does often choose a book in the story form? If it is a pleasure and a rest, why shouldn't he be allowed to read two books at a time as well as one? With what assurance can any librarian insist that it is not good for a borrower to read a work of fiction without taking regularly an antidote of non-fiction? . . . The extensive use of the picture bulletin, which has of late received so much attention, is now being met with less and less favor in many quarters. The use of an occasional bulletin, illustrating some subject of special interest, has been found to accomplish more good than a continuous use of a great many. The story-hour is another feature with a temptation that often demands unnecessary time and labor on the part of the assistant in charge. The one purpose of the stories is to attract children into the library and to lead them to the enjoyment of

Administration -Continued.

more genuine literature. A moderate use of the library story-hour creates a certain amount of spreading interest among the small people of the community and shows results in the number of new applicants and in the better classes of books read. But overdoses of it are apt to deaden the interest and the good results."

Advertising the library. See **Library advertising.**

American library association.

Executive officers of the American library association. C. Hadley. Lib. J. 35: 22-3. Ja. '10.

Architecture. See Buildings.**Art galleries.**

Art galleries in library buildings. Pub. Lib. 15: 156-7. Ap. '10.

Bibliography.

Classification: class Z, bibliography and library science. Library of congress. Reprint, 1910.

Binding and repairing.

Bookbinding as a profession. Craftsman. 18: 106. Ap. '10.

Bookbinding in Germany. C. Davenport. Lib. Assn. Rec. 12: 49-51. F. '10.

Large portrait panel stamps and initials of owners and a date characterize old German binding. "In German bookbinding the most characteristic work is done on pig-skin. The fine cut leather bindings are, however, in calf, but the blind stamped pig-skin is both the commonest and the most distinctive form of binding used in Germany." Tortoise shell and mother-of-pearl were used in ornamentation. Metals have also been used.

Defects of modern books as regards paper and printing, with suggestions for improvements. Lib. Assn. Rec. 12: 34-8. Ja. '10.

Publishers' binding. G. A. Stephen. Lib. Assn. Rec. 12: 9-13. Ja. '10.

"Modern books are usually printed on paper of very poor quality, they are bound almost entirely by a number of machines which are rarely allowed to work under the best conditions, the binding materials used are generally of inferior quality, and the whole work is rushed thru the bindery with a speed that is not conducive to good book production." American publishers have experimented with special reinforced bindings for libraries, and some English publishers are about to do so. "There is great diversity of opinion as to the economy effected by having books bound from the sheets in bindings such as these, or the usual library binding. The great majority of books in my opinion do not require an expensive library binding, and improvement must therefore be looked for in other directions."

Book conveyors.

Electro-pneumatic conveyor system for libraries. Sci. Am. 102: 135. F. 5, '10.

Book lists.

Books and periodicals on aeronautics. T. O'B. Hubbard and W. J. Phillips. Lib. World. 12: 293-8. F. '10.

Selected books on nature study for schools and libraries. E. L. Bascom. Education Dept. Bul. 467: 1-42. Mr. 15, '10. University of the state of New York, Albany, N. Y.

An annotated list published as an Arbor day annual.

Book marking.

Book marking with tools. J. Pettee. Lib. J. 35: 60-1. F. '10.

Book selection.

Choice of books. H. Nyhuus. For Folke-og Barneboksamlinger. 3: 110-4. D. '09.

Address at the second meeting of Norwegian librarians. "Juul Dieserud, at present an assistant in the Library of congress utters a warning in the September number of the Library Journal against several Norwegian books of doubtful character. Now I concede that there are widely different moral standards in Norway and America. Perhaps ours is too liberal. On the other hand it is certain that the American standard is too narrow. In any case, too narrow for us: Norwegian writers have been wont to declare themselves on any subject whatsoever and we have learned to listen on any subject whatsoever. The American standard is different, a fact which exactly accords with the traditions of the country and the less complex life of a people whose most intense endeavor has been toward material progress and practical achievement. Both systems have their advantages. The Americans cherish a system of morals which favors concealment and puts fig-leaves on statues. We are the rather inclined to look upon the naked truth and believe it is the highest good to see things as they really are. Artistic merit of course is to be required; further, this literature should be kept from children and young people."

Bookbinding. See **Binding and repairing.**

Books. See **Reading.**

Books, Censorship of.

Book censorship in England. Pub. Lib. 15: 62. F. '10.

Literary censorship. Dial. 48: 135-7. Mr. 1, '10.

Poisonous literature scare; symposium. Lib. Assn. Rec. 12: 1-8. Ja. '10.

"Public libraries are on quite a different footing from that of the mercantile libraries. They are not at the beck and call of subscribers, and can put their foot down when they think right to refuse to circulate any book. Inasmuch also as their readers comprise people of all ages, conditions, and grades of intelligence, library authorities realize that they cannot be too scrupulous in guarding against the intrusion of dangerous books. The circulating libraries are offering to undertake responsibilities properly due from parents and guardians to those less able to discriminate: the public library in this respect considers that it stands *in loco parentis* towards its very miscellaneous body of readers. Such are the principles which we have consistently acted upon; and consequently, whatever may be the state of the commercial library and the book-shop, our comparatively small collections of fiction represent a most solicitous course of sifting, and err, if at all, on the side of excluding too much. . . . The arrangement just made by certain subscription libraries in London to have all new novels examined before they are put into circulation, and to exclude those which appear undesirable, is one which

Books, Censorship of—Continued.

is not without interest for members of the Library association. The managers of the libraries in question are acting as business men inspired by business considerations. They lend books for profit, and we may fairly assume that they would not undertake the trouble and expense involved in this new departure were they not convinced that such action would pay. They are probably animated not so much by solicitude for the morals of their customers as by the dread of losing their subscriptions, and they are within their rights in taking the steps agreed upon. . . . The librarian of a public library, however, in selecting books for addition to his library, should be actuated by motives of another sort. He is bound, I think, to consider carefully the extent of his responsibility to the community he serves, and to regulate his actions accordingly. No demand however great, for a particular book should induce him to recommend for purchase a work which is distinguished neither by literary ability nor regard for ordinary decency. On the other hand, no book which is a work of genius, or even merely a work of art, should be excluded simply because of its motive, or the treatment thereof, disregard is shown for the conventional ideas of morality or decorum which happen to prevail at the time of its appearance. . . . Better to reduce considerably the circulation of fiction than to allow pernicious books to be placed in the hands of readers who know nothing about them save their titles and maybe the names of their authors, and whose lack of knowledge of the world limits their outlook, and in consequence their choice of healthy literature. . . . It is quite time that libraries, both public and proprietary, were safeguarded against the risks of including books of an unwholesome character on their shelves, as they have been largely increasing in number during recent years."

Books, Making of.

Defects of modern books as regards paper and printing, with suggestions for improvements. Lib. Assn. Rec. 12: 34-8. Ja. '10.

Buildings.

New library of the Indiana state normal school. A Cunningham. Lib. Occurrent. 2: 117-9. Mr. '10.

Carnegie libraries.

Carnegie library gifts, 1909. Lib. J. 35: 27. Ja. '10.

Catalogs.

Catalogue of the future. S. T. Ewart. Lib. World. 12: 298-300. F. '10.

German subject catalogs. F. W. Lib. J. 35: 119. Mr. '10.

Censorship of books. See Books, Censorship of.**Charging systems.**

Labor-saving method. J. L. Woodruff. Pub. Lib. 15: 58. F. '10.

Children's literature.

Children's books. E: H. Cooper. Liv. Age. 264: 316-8. Ja. 29, '10.

"No human being who has ever spent an intimate week with a child, listening to the creature's opinions, and noting its actions, would ever dream of considering more than one per cent. of the child-books published every year nowadays for Christmas or birthday presents."

Graded supplementary reading. Mrs. G. G. Pond. Penn. Library Notes. 3, no. 1: 7-10. Ja. '10.

One hundred of the best non-fiction books for children. Vermont Lib. Com. Bul. 5. no. 4: 5-6. Mr. '10.

Children's reading.

Boy's reading and how to guide it. E. M. Chapman. Delin. 75: 224. Mr. '10.

Libraries and the child. G. Egremont. Westm. 173: 175-82. F. '10.

Mother's meetings at the East Liberty branch library, Pittsburgh. H. C. Ellis. Penn. Library Notes. 3. no. 1: 3-5. Ja. '10.

Reading of public school children. J: Struthers. Relig. Educ. 4: 468-78. D. '09.

Classification.

Classification: class Z, bibliography and library science. Library of congress. Reprint, 1910.

Outline scheme of classes. Library of congress. 1910.

This is a preliminary outline. Schedules for America, music, science, and bibliography and library science have been issued. That for America is out of print.

Clearing houses.

A. L. A. magazine exchange. Lib. J. 35: 25. Ja. '10.

Magazine and book exchange. N. Y. Libraries. 2: 49-50. Ja. '10.

The New York state library has established a periodical and book exchange. "The establishment of this bureau should lead each library which has not already done so, to adopt immediately some systematic plan for the building up of a periodical reference collection. This plan, for the smaller libraries at least, should include: (1) the securing by gift of all the periodicals, both new and old, which the friends of the library can be induced to donate; (2) the arrangement of these into as many complete volumes as possible; (3) subscribing for a few of the more important magazines which can not be secured by gift; (4) the purchase of some general periodical index, suited to the size of the library, whose list of titles indexed shall be the guide followed in acquiring and filling out sets; (5) sending to the state library promptly, (a) a list of the volumes needed to complete its sets, (b) a list of all its duplicate volumes, or volumes which are not included in the index which it has adopted as its guide; (6) binding all complete volumes of periodicals which are included in its index. The cost of this binding may be included in the account of expenditure of state money." The state library will maintain two card files, one containing a list of what is wanted and the other of what libraries have.

Clubs and libraries.

Library and the woman's club. Mrs. F. A. Pattison. Pub. Lib. 15: 137-42. Ap. '10.

"It is a significant fact of no small moment that while America was practically built around a library, the woman's club and the public library were born almost simultaneously. In fact, the first national organization of women for educational purposes antedates by one year

Clubs and libraries—Continued.

the public library law, and as we know they were both American conceptions. As we follow the history of these two institutions, these two great forces for good, and while we realize that every sum of good must cast its shadow of harm, and certain evils be the result, we feel fairly safe in the growth of both, because of their high motives, their endeavor to interest and educate all sides of human nature, and their freedom from the complexities, which are introduced in a financial profit scheme. . . . The woman's club has assumed such proportions already, both positively and indirectly, such a power in education, that we are told there is none upon which educators rely with more certainty of dependence. We are both the mothers of our sons and mothers of their sentiments. . . . In the first place, may we not both do everything to extend the home idea and the home-feeling into both club and library. As the home is a fundamental, so it seems to me everything worth while should partake of its ideal nature. We can never get at the heart and the will of a man without a suggestion of home, and the city is the man, whether he be five years old, or 50; therefore, of all institutions, those that stand for citizen education should be the last to partake of the nature of a cold city supply shop. The woman's club instead of being antagonistic to the home, was builded and is maintained for home education and home advancement. The institution idea makes the pauper, the institution idea makes the nihilist. . . . Between the club and the library let there be a better understanding, brought about by constantly meeting and working together. We should in the first place disabuse the mind of the librarian and that of the public of the idea that the earnest work of a club is done at its regular meetings. . . . The real culture and the real profit and work in the woman's club is with the individual, and the special committee. . . . The librarian can be of inestimable value as a guide to both the work and the play of the individual and her club, in seeing her point of view, and helping her to see her best, not yours, not a librarian's and not anybody else's, but her own possibilities, always and forever. This cooperation, we believe, after studying each other, may be brought about not alone by libraries having specialists to meet club women, but by women's clubs having library committees whose interest it is to meet with these experts and cooperate, coordinate, correlate, and every other known co. in the work of both parties. . . . A list of books and magazine articles useful to club women should be published not only in the local club columns of the press, but in the official organ of the general and state federation. It should again be the special object of librarians to interest and influence the state departments of the federation by placing before them such matters as will tend to make of them the most effective possible organs of action. By so doing, we believe libraries and clubs all over the country would be helped. . . . We need a club hour in the library, similar to the story hour for children, where all sorts of good things might germinate; with a list of the most authoritative and choice books and papers to read on subjects of the day, and information and discussion upon those in which the women can be of most use."

College libraries.

Handbook of the libraries of the University of Michigan. T. W. Koch. 10c. '10. G: Wahr, Ann Arbor.

"The aim of this handbook is to acquaint students in a general way with the resources of the libraries of the University, to give beginners a little elementary instruction in the use of reference books and the card catalog, to inform newcomers about the distinguishing features of these particular libraries, while giving some general counsel about reading and use of books."

History of the Bodleian library. G: R. Bolton. Lib. World. 12: 241-6. Ja. '10.
Treatment of reserved books. W. K. Jewett. Lib. J. 35: 115-6. Mr. '10.

Cooperation.

Affiliation. A. E. Bostwick. Pub. Lib. 15: 64-6. F. '10.
Co-operation between special libraries. H. O. Brigham. Lib. J. 35: 12-4. Ja.; Same. Special Libraries. 1: 6-7. Ja. '10.
Symposium on coordination or affiliation of libraries. Lib. J. 35: 103-8. Mr. '10.

"Questions were sent to various representative libraries covering the main points of coordination methods now under consideration. The questions are given numerically as follows: 1. What are the classes of demand within the library for books which it cannot supply? 2. How far are these demands filled by the extension of these methods and to what extent; is it undesirable to fill them? 3. Would a uniform blank for requesting inter-library loan, that could be sent successively to different libraries until the books should be found, be desirable for general use thruout the country? 4. Does the plan of a central lending library seem preferable to the development of the present facilities of the national library, the assignment of regional functions to important libraries in the several sections and the use of special university and other libraries? 5. Is the present cost of the inter-loan system prohibitive in many instances? And how can this difficulty be obviated? 6. How can the small libraries be of use to the large libraries in coordination?"

County extension.

California's new library law. Lib. J. 35: 66. F. '10.
California's new library law. H. E. Haines. Lib. J. 35: 20-1. Ja. '10.

Disinfection.

Disinfection of books. Lib. J. 35: 65. F. '10.

Exhibits of libraries.

Library exhibitions. A. C. Piper. Lib. World. 12: 275-80. Ja. '10.

"Exhibitions form one of the best means of inducing people to take an interest in the library. A large number of persons will come to visit an exhibition out of mere curiosity, and this curiosity gives place to interest, and eventually (with perhaps a little judicious coaxing by the librarian and his staff) these people become borrowers. Each one of these borrowers tells someone else of the advantages gained by belonging to such an institution, and, consequently, there is a large increase in the number of people who use the library; therefore the usefulness of the institution is also much greater. . . . The majority of exhibitions held in connection with libraries will of necessity be book exhibitions, bearing on some subject or another of interest, but they need not be confined solely to books; for example, a local exhibition could very well be arranged in connection with a public library and would comprise not only books, but prints and pictures, and various objects illustrating the history of the locality. An exhibition of prints and pictures other than local also forms a perfectly legitimate venture for a public library. The various circulating exhibitions of the South Kensington museum must also not be forgotten. They can be loaned for a certain period upon application to the authorities, and one of these admirable collections would form a very in-

bits of libraries—Continued.

ing library exhibition. In America ex-nations are arranged dealing with a variety of objects, but a great many of them seem alien to the purpose of public libraries. A favourite exhibition among librarians is of specimens of the incunabula and of rare and curious books. . . . Exhibits devoted to the various trades are very and helpful, especially in large manufacturing centres. The best books dealing with trades of the neighbourhood should be exhibited, and notices calling attention to the exhibition should be circulated amongst the mechanics' clubs and institutions, especially in large works, and other centres of industry. In this way the workman is brought into actual contact with the literature relating to his particular trade. . . . Wherever possible the public freely handle the exhibits. . . . In some instances, it will be inadvisable to allow direct access, as for instance in the exhibition of early printed books and rarities; such exhibits as these must be kept under glass. . . . While the exhibition is in progress, the librarian and his senior assistants, and if possible, members of the library committee, should, at intervals, give addresses relative to the exhibits, finally inviting those who have not yet taken tickets to do so, and explaining that the exhibition form but a small part of the number of volumes in the library."

ice.

rary funds and balances. Ia. Lib. Q. 73:4. Ja. '10.

ness and cleanliness in the appearance of building, frequent additions of a few books, and alert and obliging librarians, exhaust all the funds at the disposal of library trustees, but will be worth more than institution than a handsome balance at the end of the year. There are, of course, needs and emergencies that make it necessary for the trustees to accumulate funds for some special purpose, but it is much better this to be accomplished, and the expense made before the close of the year, than to take the risk of reporting a balance."

and bequests.

See also Carnegie libraries.

ment documents. See Public documents.

school libraries. See School libraries.

ry of libraries.

See also Libraries.

grants and libraries. See Libraries and immigrants.

es.

matic index for 1909 edited by F. W. Axon. \$3.50. Boston book company. I expect of an index. A. A. Brooks. Lib. J. 35:51-5. F. '10.

I expect it to direct me at once and without delay to the matter of which I am in need. I do not come to an index for information. I expect to look further for that than to be satisfied with any epitome of what I want. I come with a name or a subject about which I want to get what ever the book itself has to furnish. . . . I expect to find one alphabet in which to look for my word. If I have to stop and think whether that word is a name or a place or an whether it is ancient or modern, common or proper, English or Latin, Scriptural or secular, I lose that amount of time. It

is just at this point that so many books fail: they make several indexes instead of combining them all into one. Here is one of the chief defects of certain books of reference that they multiply alphabetical lists, and force the reader to consult half a score of them before he locates his word. . . . When a work consists of several volumes I expect a general index to the whole work. . . . Let the index talk as little as possible, let it stand and point: I want to know where and how much, not what."

Indexing.

Referencing of engineering literature. A. L. Menzin. Eng. Rec. 61:142-3. Ja. '29, '10.

"To make technical literature more valuable practically, a more convenient system of referencing than that now in use seems necessary so that the limited time at the disposal of the engineer could be spent not in looking for articles but in reading them." The system used for citation in law literature is recommended. References to volumes and paging for publications of societies and series of professional papers should be given, but date of publication is not important, and complicates the entry. Dates are also cumbersome in magazine references. "References to text-books may be conveniently made by giving the author's name followed by an abbreviation of the title, and the page number. Thus a reference to page 696 of Church's 'Mechanics of Engineering' would be 'Church-Mech. of Eng. 696.' If a treatise consisted of more than one volume, the volume number could be included, as in 'H. Thurston-Mat. of Eng. 68.' The ordinary library catalog indexed alphabetically according to authors would quickly give the full title and location of the particular book." Bulletins and catalogs may be filed as such, and given numerical designations thus making citation easy.

Information desk. See Reference work.

Insurance libraries.

Making of an insurance library. J. C. Dana. Ind. 67:1523. D. 30; Same. Lib. J. 35:61-2. F. '10.

Labels.

See also Marking books.

Book marking with tools. J. Pettie. Lib. J. 35:60-1. F. '10.

Legislation.

California's new library law. Lib. J. 35:66. F. '10.

California's new library law. H. E. Haines. Lib. J. 35:20-1. Ja. '10.

Rating free public libraries. H. J. Saunders. Lib. Asst. 7:82-7. F. '10.

Summary of library legislation for 1909. W. R. Eastman. Lib. J. 35:117-8. Mr. '10.

Librarians and assistants.

Assistant librarian: present and future. W. C. B. Sayers. Lib. Asst. 7:103-9. Mr. '10.

Classification of the service in the Chicago public library. Pub. Lib. 15:120-1. Mr. '10.

Junior assistant and the library association certificates. C. F. G. Tèssier. Lib. Asst. 7:109-10. Mr. '10.

Librarians and assistants—Continued.

Library laborer and his hire. Pub. Lib. 15:119. Mr. '10.

Old librarian and his supposititious almanack. T. W. Koch. Pub. Lib. 15:121-2. Mr. '10.

Old librarian's almanack. Outlook. 94:333-6. F. 12, '10.

Old librarian's almanack. E. L. Pearson. Pub. Lib. 15:150-1. Ap. '10.

Old librarian's almanack by Philobiblos. Review. Lib. J. 35:83-5. F. '10.

Old librarian's almanack, 1774. By Philobiblos. \$1.50. Elm tree press, Woodstock, Vermont. '10.

Training of library assistants. C. F. Newcombe. Lib. Assn. Rec. 12:77-8. Mr. '10.

Libraries.

See also College libraries; Insurance libraries; Musical libraries; School libraries; Special libraries.

Classification: class Z, bibliography and library science. Library of congress. Reprint, 1910.

Margins in library service. C. M. Rawlins. Pub. Lib. 15:47-50. F. '10.

Notes on this article are given under the heading Libraries and schools.

Public library as an educator. L. R. Wilson. Lib. J. 35:6-10. Ja. '10.

"The library's first duty, obviously, is to aid in the education of the child. Altho its part in this special field is necessarily secondary to that of the school, its children's room should always be open; its tables and shelves should be supplied with the best of science, history, biography, literature and story; a trained children's librarian, who is a teacher as well, should be at hand to direct; the mysteries of the catalog should be revealed; and the use of the book should be made clear. If the child is not reached in the library, the central library, provision should be made for reaching it either by school depository or branch library in the school which the child attends or in the branch library in the neighborhood in which it lives. All of good which the library has at its command should be placed at his hand. Furthermore, it should be presented with such knowledge and sympathy as will result in the extension of the instruction imparted by the school and in a definite contribution of culture. Its second duty is to the adult. It is a fact with which we are painfully conversant that less than 25 per cent of the children between 14 and 20 are in the public schools, including all the grades, and that but one American in a thousand claims a college or university as his foster mother. It is just here that the library finds its chief ground for existence. As soon as the child leaves the school it should enroll him as one of its beneficiaries and it should sustain to him and his father alike the relation of the great university to her sons. Books of knowledge and power, as defined by De Quincey, should be furnished this individual who has passed out of the doors of the school or college to stimulate his aspiration to fit himself for larger, fuller life, the attainment of which is wholly conditioned upon the increase of his intelligence and the improvement of his character."

Share of the library in religious education. Z. A. Dixon. Relig. Educa. 4:588-93. F. '10.

Two government enquiries into public libraries. J. D. Stewart. Lib. Asst. 7:87-95. F. '10.

Notes on this article are given under the heading Library methods.

Why do we need a public library? Chalmers Hadley. A. L. A. publishing board. Chicago. Library tract, no. 10. 5c.

Africa.

Library in the Sahara. Sci. Am. 102:182. F. 26, '10.

Assyria.

Library of the Assyrian king, Sardanapalus. Sci. Am. 102:126. F. 5, '10.

Brazil.

New national library of Brazil, Rio de Janeiro. Lib. J. 35:115. Mr. '10.

Canada.

Report upon public libraries, literary and scientific institutions of the province of Ontario, 1909. Education department. Toronto, Ontario.

Denmark.

Public libraries in Denmark. A. S. Steenberg. Lib. Assn. Rec. 12:96-8. Mr. '10.

At an industrial exhibition in Aarhus, Jutland, the Danish union of architects built a model village. "Among the buildings erected in this village was a lecture hall and public library, the lecture hall standing with one gable-end to the street, and the library building forming a wing to it, with a garden in front. The library contained one large reading-room, with a reference library (150 vols.), a lending library for adults (900 vols.), and another for children (200 vols.), both of them arranged on open shelves, besides a variety of newspapers and magazines. A simple classification with author marks and shelf marks was used. There were two card catalogues, one classified, the other dictionary. On the cards were noted the nationality of the authors, the years of their birth and death, and the pronunciation of foreign words occurring in the title. On the walls of the room were hung maps of Aarhus town and its environs, a bulletin board, portraits of Danish authors, and pictures of places famous in the history of Danish literature. The tables and bookcases were decorated with flowers in earthen urns made by the village potter. A special library had been arranged for the use of officials connected with the exhibition. The library was very much used; not only the chairs in the reading-room, but every seat on the benches in the garden being often taken up by the readers. . . . In 1905 the Danish popular libraries formed an association named Danmarks Folkebogsamlinger. The libraries pay for membership on a sliding scale in proportion to the size of the library. Also private persons can be members if approved by the directors. This association has done much good work. By agreement with the Danish association of booksellers it has obtained 25 per cent. discount on all books sold to subsidized popular and children's libraries (these children's libraries are connected with the public popular schools, which are municipal institutions). It has caused a great many lectures to be given on library management. It publishes a library journal (Bogsamlingsbladet). By arrangement made with the State library in Aarhus, which in some respects is working much on the same lines as the public libraries in England, the State library sends to the popular libraries small collections of books (fiction excluded) for a term of two months, and to the leaders of small libraries also books of fiction for seven days to help them in making a selection of books for their library."

Libraries—Continued.**England.**

Carnegie libraries at Bolton. *Lib. World.* 12: 312-5. F. '10.

History of the Bodleian library. G. R. Bolton. *Lib. World.* 12: 241-6. Ja. '10.

Library at King Edward VI. school, Bury St. Edmunds. A. T. Bartholomew. *Library*, n.s. 1: 1-27. Ja. '10.

Notable libraries; Liverpool. *il. Lib. World.* 12: 261-72. Ja. '10.

Rating free public libraries. H. J. Saunders. *Lib. Asst.* 7: 82-7. F. '10.

France.

Bibliothèques, by E. Morel. *Review. Lib. J.* 35: 130-1. Mr. '10.

Public libraries in France. M. Pellisson. *Boekzaal.* 4: 73-6. F. '10.

Germany.

German libraries. M. Batt. *Pub. Lib.* 15: 52-3. F. '10.

Library extension for a number of years past has been under private management, the Society for the promotion of popular education, with headquarters at Berlin standing sponsor for it. This society sends upon payment of a small membership fee, to any community that makes application, a collection of books selected by the secretary of the club therein organized. This responsible person is almost always a teacher or a clergyman. The books are chosen from the society's catalog, which includes the best and latest books in all fields of human endeavor. Only books of a religious or political tendency are excluded. During the past year the aforementioned society sent out no less than 1253 travelling libraries containing over 60,000v. Barrack rooms are also supplied. Thus in the year 1907, 45 military posts secured libraries of 20v. each. In the Polish provinces the Polish people as an offset to the attempt to Germanize them, established free Polish libraries. In 1907 no less than 1423 of these libraries containing over 250,000 volumes had been established. The German government, as a self-protective measure in 1902 established a library in Posen, a combination of scientific and popular library. Travelling libraries are sent out from this library.

Great Britain.

Scotch and English libraries. M. Batt. *Pub. Lib.* 15: 51-2. F. '10.

"So far as library extension in Scotland and England is concerned, a single phrase will describe it: non est. In a country where one cannot travel 200 miles without wetting his feet, and where the population is relatively very dense, there seemed little need for travelling libraries. This at least is the Englishman's point of view. He will explain to you that most people live within easy reach of a town, and if they have any desire to read, they will have access to a town library. If, however, this privilege is denied them, and they cannot afford to buy books, then they had better get along without them. The state has never supplied rural districts with reading material, and why should they do so now? . . . The 5 LIBRARY WORK 5—19 MLW B3BcA2IGLh Leith Walk library in Edinburgh used the indicator "because the Scotchman is proverbially suspicious and cannot be convinced readily that the particular book that he wants is out. But 'seeing is believing,' and hence this blue and red checkerboard effect." Readers wear their hats in the library. A play room

and a gymnasium are successfully carried on by this library. "The Islington library, in one of the outlying districts of London, was more up to date than any other that I visited. It was established only two years ago and consequently had some of the features characteristic of our libraries, notably the open shelves. Judging from the number of card holders that were thronging the place on a pleasant June evening, I should think that the corporation would lose no time in opening more branch libraries. On the tables in the reading room one can find all the time-tables for Great Britain, and in the lobbies of the building are displayed from 7 a. m. the situations vacant columns of some of the best newspapers, to enable persons in search of employment to get early access to the early advertisements."

Netherlands.

Public support and public libraries. W. L. P. A. Molengraaff, G. van Rijn, J. T. de Visser. *Boekzaal.* 4: 97-110. Mr. '10.

The subject for discussion at the 1910 meeting of the Netherlands library association. The first speaker thought there should be co-operation of local government and of private enterprise in the support of public libraries; the second favored support by local communities with state aid as a last resort; the third argued for state aid conditioned on an amount to be raised by private effort.

Norway.

In the library. For Folke-og-Barnebok-samlinger. 3: 127-31. D. '09.

Finished portrayal of an old librarian giving out books—"In the old times, altho not so very long ago, after all."

Scotland.

Notable libraries; Dundee. *il. Lib. World.* 12: 305-11. F. '10.

United States.

American library ideal. *Delin.* 75: 111. F. '10.

Brooklyn public library: neighborhood and exhibit reports. L. M. Sol's-Cohen. *Lib. J.* 35: 62-4. F. '10.

Contrasts in library work; a summary of neighborhood reports of Brooklyn public library. L. M. Solis-Cohen. *Pub. Lib.* 15: 116-9. Mr. '10.

Cost and work of American libraries. N. W. L. A. *Lib. World.* 12: 323-4. F. '10.

Early American libraries. *Pub. Lib.* 15: 114-5. Mr. '10.

Historical sketches of libraries in Maryland. Maryland state library commission. *Report*, 1909: 29-124.

Library interests of Chicago. *Dial.* 48: 75-7. F. 1, '10.

New library of the Indiana state normal school. A. Cunningham. *Lib. Occurrent.* 2: 117-9. Mr. '10.

Public library a social force in Pittsburgh. F. J. Olcott. *il. map. Survey.* 23: 849-61. Mr. 5, '10.

Libraries, Use of by the public.

See also Library advertising.

How to use a library: practical advice to students and general readers, with

Libraries, Use of by the public—Continued.

explanations of library catalogues, a systematic description of guides to books, and a guide to special libraries. J. D. Stewart. 83p. 2s. '10. Elliot Stock, 62 Paternoster row, E. C., London.

"The aim of the modern municipal librarian is to create a workshop library; one in which are to be found the books of practical utility in all branches of knowledge, and incidentally a selection of the best recreative literature. Modern works on technical subjects of all sorts are receiving ever-increasing attention from the public libraries—in short, it is becoming recognized that there is a practical as well as a dilettante side of literature. Much ardent nonsense is talked about the amount of fiction circulated by public libraries. Taking the whole work of the library, a much fairer method than simply taking the work of one department, the percentage of fiction circulated by the municipal library is 23.49 per cent. The reading of good fiction never did any one any harm yet, and certainly has done many people much good. As for the third-rate fiction which floods the market and the erotic rubbish which occasionally creates an unpleasant flavour in the public mouth, these classes of books are not stocked by the municipal libraries at all, and therefore cannot be circulated by them."

Men and the library. W. F. Seward. N. Y. Libraries. 2: 54-6. Ja. '10.

Lectures with lantern pictures are sure to attract and interest. This can be done at slight expense except for the slides. In every community there are men and women who are able to give lectures illustrating and explaining the pictures. Make an inventory of the industries of the community, of the number of people in its shops and factories. "If there are labor unions, the name of the secretary of each union should be on the mailing list of the library. If the merchants have organized a board of trade or chamber of commerce, that, also, should be on your mailing list; and of course the town or village officers. In a word, utilize every existing organization and agency for the dissemination of library news. Don't be afraid to work; don't do any work which somebody else can do as well as you. When you have made your library business directory by trades and industries, you are then in a position to judge intelligently how much your library is doing to make itself a valuable asset to carpenters, painters, manufacturers, salesmen, merchants, plumbers, skilled mechanics, railroad men, electricians. You will find perhaps that the more skilled and highly paid men buy their own books because they are not in the library and that the younger men, for the same lack of library facilities, have joined some correspondence school. The librarian might address the central labor union and invite its members and their families to a general reception at the library. Books on electricity, carpentry and technical subjects should be bought, and illustrated lectures on those subjects given. "There is nothing occult or mysterious about the selection of books on technical subjects. There are many publishers of such books and their catalogs are easily available. Libraries and commissions, the New York state library and the American library association publish lists from time to time containing selected titles. There are technical magazines with book reviews. But nothing can take the place of common sense and knowledge of local conditions on the part of the local librarian. Use the expert, beware the expert. He may give you a list of books which might as well be in black letter for their availability in your library. Get the advice of the man in the shop as well as of the expert. The Binghamton public library uses all these printed helps to the selection of technical books, but, best of all, it has on its un-

paid staff trained artisans who work in the great shops and factories, in the manufacturing of Binghamton. These men know the books of their crafts and their advice is sought and received by the library. They act as missionaries of the library, they suggest books which the younger and less expert men would do well to read, they circulate the library's lists. . . . The most available agency of publicity is the daily or weekly press; and it is most strangely left unutilized by many libraries. In the small community the editor will print your lists of books on technical subjects and also give you all the proofs you need for distribution. In larger places there should be a manifolding equipment, unless the trustees are indifferent to printing bills. In Binghamton the library manifolds every year, from time to time, thousands of special lists and sends them to shops, factories, labor unions, municipal officers, contractors, or chambers of commerce, according to contents."

What can the public library do for men employed in car shops? J. M. Drake. Wis. Lib. Bul. 6: 14-6. F. '10.

"The librarian of a certain public library visited the superintendent of the car shops where about 400 men were employed and persuaded him that a reading room would be very acceptable to the employees. The superintendent then agreed to make a small room in one corner of the large engine room, by means of partitions, partly of glass. After this was completed the furniture put in consisted of a long ledge on which to place magazines when not in use, a long reading table, a book-case and chairs." A number of publishers of magazines on engineering, car-painting, carpentry, upholstering and other trade and technical subjects responded to requests for current subscriptions to their magazines. Others of a technical or popular nature were paid for by business men. A number of townspeople left their current magazines after they had finished with them, at a certain store down town and the librarian of the car-shop library called for them two or three times a week. This was the result of asking for magazines thru the newspapers. A banker subscribed for one Chicago daily paper and the local daily newspapers were given by the publishers. The public library considered it a legitimate part of its work to buy some books on technical subjects which would be useful to the employees, so asked the superintendent to make a short list of the most desirable books. These were bought and as soon as ready for circulation were sent to the car-shops. When we needed them at the public library we telephoned and they were returned the same day. If they were in. We sent a number of books on subjects that might be made use of in the men's home lives, such as house-building, lawns, gardening, hygiene, etc., also travel, biographies of famous men, popular histories and the best novels we could spare. We often bought duplicate copies to send direct to the shops. . . . A young man, stenographer in the general office, was sufficiently interested to agree to act as librarian, without charge, but took some time from his regular duties. This relieved the necessity of sending a member of the public library staff to take charge, and it seemed much better to have a man, as the employees would feel freer and enjoy the room more."

Youth and self-culture. J. L. Hirsch. For Folke-cg Barneboksamling. 4: 1-5. Ja. '10.

Libraries and clubs. See Clubs and libraries.

Libraries and immigrants.

Library and the foreign-born citizen. S. Hrbek. Pub. Lib. 15: 98-104. Mr. '10.

"It seems eminently reasonable that the foreign-born citizen who is likewise a tax-

ries and immigrants—Continued.

and who, be it said to his credit, does as grumbling than his more fortunate can neighbor when taxes are due, should be entitled to some degree of recognition in the library, say, of language content of library The imposing character of the main building of a public library, especially in a city, has much to do with frightening the possible foreign patron; hence the ability of establishing branches in sections of the city populated by the class of persons to whom an appeal is to be made.

In the Bohemian department of the Rapids public library, an evening was joyfully devoted to the lovely little folk-songs of the nation and also its myths and stories. On another occasion, an exhibition of Czech songs and placards, the work of modern Bohemian artists, drew a crowd that came after—lessened numbers to be sure, but came as faithful users of the library and its room. Later, the librarian who had a beautiful Prague and its environs posted a fine collection of photographs and pictures of public buildings and historic spots and landscapes in Bohemia and then invited people of that nationality to come and see them. The pictures were left for a week and more and drew scores who never had before, but who, by that visit, felt their need enough to retrace their steps, armed with membership card. . . . Publish the contents of the books in the English papers and a special paper of the particular nationality if such papers exist in your locality. The contents of foreign papers will gladly print all items and will attend to the translation of any message or information you have for the specific public. These foreign papers will, as a rule, send their publications free of charge to the local library, provided they are able to do so. It is well to state that the English papers will also give information from time to time about the new books in the particular language. In this way another means, making rapid assimilation, is established. When benevolently inclined club or individual offers a free program in your library audience, see that the papers published in a foreign language get a notice of the event as well as the English papers. The sooner they are made to feel that they are a part of the library system which they, by their taxes, are supporting, the sooner will the amalgamation be the coalescence, the molding into a homogenous mass of the foreigners within our community become an established fact and not a dream on the part of the social reformer. . . . If we are to make ideal Americans of our foreigners, let some other agency than the professional politician train the citizen of foreign birth and let that agency be the free public library. If we are to unite the foreign-born citizens with all that is worthy in the native-born white, let us choose the library to

Sovereign Alchemist that in a trice can leaden metal into gold transmute."

aries and schools.

Libraries not fully utilized by teachers. El. School T. 10: 347-9. Mr. '10.

Library and the teaching profession. L. M. Wilson. Pub. Lib. 15: 93-8. Mr. '10. Our teachers ought to read more plain old-fashioned natural history and descriptive books, so that they can bring more living knowledge about men, women, children, plants and animals into the school room. The trouble is that we do not know much about the simple, homely things in which children are interested and the librarian can, perhaps, do something to relieve this ignorance. The average teacher doesn't even make the best use of the various encyclopedias, summaries and facts which are to be found on all sorts of subjects in most well equipped libraries. The librarian might also supply classified lists

of books of adventure, of geography, books for boys on camping, sailing, mechanical toys; books for girls on outdoor exercises, vacation trips, house-work, needlework, etc. One of the ways in which any library might be helpful to the teaching profession is by having as one of its departments a sort of pedagogical museum where all the latest and best text books of all the publishers are kept. In this country these represent the best new methods and ideas applied to education and serve as valuable information to teachers. The average teacher has no way of keeping in touch with the improvements these texts represent and so misses the help which might thus be given. What I mean is that every library should do for all new text-books and the new pedagogical books and educational studies just what you do in your library with the new scientific books and journals. . . . Librarian and the teacher might cooperate to the most excellent purpose in teaching pupils how to use books. I am referring particularly to indexes, tables of contents, signs, in short, all of the means and devices used by writers to save the time of the reader. But much is not saved because there are so many people who never learned to use them."

Library as a reinforcement of the school.

W. D. Johnston. Amer. Educ. 13: 208-11. Ja. '10.

Library as a reinforcement of the school.

N. Y. Libraries. 2: 67-8. Ja. '10.

Margins in library service. C. M. Rawlins. Pub. Lib. 15: 47-50. F. '10.

"Are teachers and librarians generally studying the needs of their own communities so as actually to ascertain which of the public documents the federal government and the state are constantly publishing should be in their particular libraries? . . . Is there any subject taught in our public schools on which the library has not some representative material? And, in this it is the teachers' duty to suggest what would be the greatest help. Again does every teacher and every librarian seek to know even very short lists of books suited to pupils of each grade from the kindergarten through the high schools? The grade teacher may not necessarily be familiar with this entire range of reading matter, but she would be a larger teacher if she were, but the librarian must be. . . . Does the teacher know the two or the half dozen or dozen or the twenty-five books that she commends to her class? Does the librarian know all the books in the groups that he or she places on the shelves for readers up to the end of the high school course? Books not in fiction alone, but books in history and biography, books in every common department of science, books in the trades, in the manual arts, in the fine arts? . . . What a field opens out to the librarians at our county seats in the way of preserving material in local history; a systematically arranged and well-indexed file of clippings from papers otherwise not worth keeping, collections of posters, programs, badges, political and other, and what not, collections of pictures of prominent local characters and of representative natural scenes, industries, occupations and events, collections illustrative as far as feasible of geographic, geologic, botanic, and similar features, giving play to the finest discriminative power and sense of perspective on the part of the librarian, who ever bears in mind that the characteristic preeminently, not merely the unusual, calls for record. . . . Another way in which the country superintendent could help to make use of the library's resources would be in distributing among country schools material that might else be wasted. For instance, in many periodicals valueless for binding or for distribution, in the advertisements of nearly all magazines, and in numbers of circulars, pamphlets and catalogs, that correspondence naturally brings to the librarian's desk, are

Libraries and schools—Continued.

pictures, some of them very good, which cut out, mounted on dark gray or manila tag board, classified as a book is classified, and put in portfolios, may be a help in every department of the public school. Such portfolios of animals are strong attractions on the low tables in the children's room or corner. More of these pictures will be found than are needed in the library or schools nearby, in which case the superintendent can distribute the extra sets among the country schools. When the librarian has not sufficient paid assistance for this kind of work, might it not be possible to find teachers and prospective teachers who would be glad to learn how to handle such materials? . . . Wherever possible, there should, of course, be one room, be it in attic or basement. If no other offer, where young people may take books for conference, as there are times when in working upon programs for their clubs, literary societies, or debates, they may rightfully claim the privilege of comparing and sifting material together. But in general one of the chief aids of the librarian to pupils, is the teaching them to use the library individually. . . . And really what intelligent patience is needed in helping young people to learn to use the library themselves. It is so easy when duties are many to point out the book directly. It is so easy to turn the in-cipient essayist, journalist, or debater to one or two references on his subject, and to end in thinking that he has prepared a worthy paper on his topic from this most partial glimpse. To catch the spirit of investigation, comparison, selection, in rapid cross-reference upon but one theme, is to receive an intellectual uplift that will never be lost, and the result upon the lives of young people is worth all the time that the most faithful librarian may give it. Very small pupils, in groups or whole classes, may be taken to the library for a lesson, occupying the conference room, and using pictures, books, and museum features that cannot be easily taken to the school. Very early in school life will classes go to the library that the librarian may give practical suggestion as to how to use the privileges there. To care for books properly, to step lightly, to be quiet in voice and in manner when with book friends in such a spot, all this children may be led to understand as the "sine qua non" of enjoying library privileges, and tho the librarian may help the young people by bulletining in the school building facts as regards new books and articles, and also by giving talks before the classes and at general exercises, yet the closest bond is knit between the pupil and the library. If most of this be done in the latter place, where, in all the years after the school has closed behind him, he is to find an alma mater, if we may extend the use of the term, that never graduates her children."

Place of the library in high school education. F. M. Hopkins. Lib. J. 35: 55-60. F. '10.

"Is it too much to hope that the future may see the library interests of our schools organized into departments of primary, grammar, and high school grades, with a scholarly and capable head for each department, and as many assistants and clerks as are necessary? . . . The fact that children's literature has received any adequate attention, in the past quarter of a century, is due largely to the co-operation of the two national associations, the American library association, and the National educational association. Together, they have placed at the command of almost every child the story outline of the world's greatest classics, to say nothing of the books of nature, of art, of travel, of music, of even children's reference books. Indeed, the field of juvenile literature has grown to such an extent as to require the service of a specialist in this line of library work in all of our large public libraries. The excellent work done thru the story-hour in the children's libraries, especially in the settlement districts,

should be enough to convince anyone of the power for real education latent in the library side of the question. . . . One thing we lack, however, seriously lack, and that is systematic instruction, thru our schools, in the use of reference books and reference guides. Our schools and colleges have kept pace with educational progress in almost every line except in that of training pupils to use intelligently and independently the ordinary guides in reference work. How many of our colleges, even, give systematic instruction in the choice and use of books? . . . Power to handle reference books rapidly and intelligently, to make wise use of all index guides, special bibliographies, card catalogs, etc., is certainly necessary in these days of the making of many books. . . . Is there a better period in our whole educational system to begin this work than in the high school? At high school age the pupil is beginning to have a desire for other fields to conquer. He is awake to all interests. He is anxious to find subjects for debates, ways of making electrical apparatus, answers for the endless questions of a normal boy of sixteen. If this interest is met and developed, we may help to add to his natural inclination a power to find quickly and intelligently the material which a library may contain on the subject in which he is interested. Is it not as necessary to train him in the laboratory of books as it is to train him in the chemical or physical laboratory? How many high school students, who have not been instructed in the use of reference books, could use a card catalog intelligently, or the different magazine indexes, or an index to a work in more than one volume, or an index to an atlas, or a concordance or even the appendix to Webster's dictionary? Should any high school feel satisfied which graduates students unable to use such simple tools as these? . . . Suggestions are herewith made for a course of eight simple lessons. By giving one forty minute lesson a term, this, or a similar outline, or a better one, could be covered during the four years of high school work. Any one of these lessons can be given in an average recitation period, if taken in order. The lessons include about thirty standard reference books, a fair range for high school pupils, certainly a much wider range than they would have if left to themselves. . . . 1. Simple indexes, an ordinary simple index, different indexes in the same volume, common abbreviations used in indexes, such as lb., sq., ff., dash between prominent pages, an index to a work in more than one volume, an index to an atlas, difference between an index and a table of contents, the value of a preface, name of publisher, and date of publication. . . . 2. More complex indexes, use of a concordance: illustrated by some good concordance to Shakespeare, such as the Bartlett or Clark; a concordance to quotations such as the Hoyt, Cyclopaedia of quotations, or the Bartlett. Familiar quotations: a concordance to the Bible, Cruden or Strong. use of a card catalog, together with a brief explanation of the classification of books used in the local public library; if possible, a trip to the local public library would be most suggestive to the pupils. Few pupils ever have the opportunity to move in and out among the shelves of a large collection of books. To be instructed in their arrangement, and then to find a book from the guide in the card catalog, is an experience which will awaken interest in the average pupil. If, in addition to this, a trip could be taken to some printing establishment, where the marvel of modern printing directly from the molten lead could be seen, an interest in the subject of the history of printing and book-making is practically assured. 3. Dictionaries and simple handbooks of reference, a thoro lesson in the use of Webster's new international dictionary, with all the reference points given in the appendix; also the Standard dictionary and the Century dictionary, including the volume of names and the atlas, together with the explanation that abbreviations, foreign phrases, etc., come in the body of this dictionary; the Murray new dictionary of the English language should be explained as the most ex-

Libraries and schools—Continued.

haustive dictionary, not yet complete. The following handbooks of reference should be known: Brewer, *Readers' handbook*; Wheeler, *Familiar allusions*; Harper, *Book of facts*. . . . 4. Encyclopaedias, general and special, together with a few valuable collections of encyclopaedic arrangement. A thoro lesson in the arrangement of an encyclopaedia, explaining indexes, abbreviations, cross-references, bibliographies at the end of articles, etc. The old standard encyclopaedias should be known by name, such as the Chambers, Johnson's universal encyclopaedia, and especially the Britannica, with its general index for the different editions, and the indexes of long articles at the end of the articles. The Nelson loose-leaf encyclopaedia should be explained as a revolution in bookbinding, making it possible to keep an encyclopaedia up to date. The two comparatively recent American encyclopaedias, the Americana and the New International, including names of fiction, should be explained. A helpful clue to give pupils for reference work is the fact that almost every important subject has a special encyclopaedia or dictionary of that subject only, such as medicine, law, engineering, etc. An illustration of a few of the most important reference books of this character will be suggestive, for example: Dictionary of music, 4 vols., Grove, Cyclopaedia of agriculture, 3 vols., and horticulture, 4 vols., Bailey, Dictionary of biography, and Gazetteer of the world, Lippincott, 1 vol. each, Cyclopaedia of social reform, 1 vol., Bliss, Cyclopaedia of United States history, 10 vols., Harper. . . . A number of valuable collections of encyclopaedic arrangement should be known: to illustrate: Warner, Library of the world's best literature; Larned, History for ready reference; Brewer, Library of the world's best orations; Historian's history of the world. 5. Magazine indexes. Poole's index to periodical literature and the Readers' guide to periodical literature. . . . 6. Annuals of a few special indexes. Annuals: World almanac, Statesman's yearbook and Who's who. Special indexes: Baker, Guide to best fiction, Granger, Index to poetry and recitations, A. L. A. catalog of 8000 vol. (with supplements), Kroeger, Guide to the study and use of reference books (revised edition). . . . 7. A very few reference books published by the United States government: Document catalogue, Congressional directory, Congressional record, Year-book of the Department of agriculture, Consular reports, general and special, Pamphlet entitled, Public documents for the people. . . . 8. A review of the whole subject, with carefully selected reference questions for practice."

What the library can do for the high school pupil. F. Hopkins. Moderator-Topics, 30: 264-6. D. 2, '09.

Library advertising.

See also Exhibits of libraries.

Experiment in library extension. M. W. Freeman. Pub. Lib. 15: 56-8. F. '10.

"A Southern electrical and industrial exposition was held in Louisville. This incident gave to the Louisville free public library its moment of opportunity for developing and making known its group of books on technical subjects. A selected list of the most recent and practical books in the library was compiled and brought closely to date by the purchase of a number of additional 1908-1909 publications. In the selection of new titles, the help of an expert electrical engineer, a special consulting engineer, the superintendent of a large machine shop and one or two other men familiar with the literature of their specialties was asked and freely given, and their friendly interest added to the personal assets of the library." The reference librarian visited these establishments, talked with superintendents and foremen, who arranged for the distribution of the lists to their employees. As a result more mechanics have registered at the library and its branches since

the distribution of the technical list than in any three equal periods of time before. The main library is drawn upon by the branches daily for technical material. A number of young men have been stimulated to increase their efficiency and earning-power by personal reading and study or by taking up correspondence-school work. The library is conscious of an increased respect and interest on the part of manufacturers and employers of labor. "The little booklet of 32 pages lists magazines as well as books on the subjects included, has an alphabetical index and a brief introduction headed Facts about the library. . . . At the exposition in the city armory a small booth with a conspicuous sign was given the library, and copies of the list distributed to interested passers-by. Copies were also placed in various centers of attraction for technical workers, such as the wireless telegraph station and the large machinery exhibits. The wireless expert gave the booklet his approval for its inclusion of Fleming on radio-telegraphy, and between messages helped boom it. At the library booth many interesting questions were asked. As a medium for bringing the library before the larger public as a source of practical information, the exposition display of the list was a success. . . . With the aid of the classified telephone directory, a list was made, on slips, of all the more important machine-shops, electrical concerns, foundries, factories and the like, with name of superintendent, and the slips classified by locality.

Publicity. J. M. Drake. Wis. Lib. Bul. 6: 4-14. F. '10. . .

Librarians can get hints and suggestions from books on advertising, and from the magazine, System. "Monthly and occasional typewritten bulletins giving the latest accessions on a certain subject and also the author, title and exact references to a few of the best articles in the current numbers of the periodicals" may be mailed to interested patrons. For duplicating copies of typewritten lists, Todd's Chicago hektograph, letter size, 10 x 12½, may be had from A. C. McClurg and Co. at \$3.84, with a discount of about 40 per cent. Lists of the religious periodicals in the library may be sent to ministers, and of Sunday school aids and Bible stories to the Sunday school teachers. "In order that your city council may profit by the experience of others, collect data in the library showing how other cities have solved problems of sewage, paving, civic art, etc. After you have the material keep the mayor and the aldermen aware of its existence, by frequent lists. Send them a list of books on the subjects they should study and then supplement it with lists as new books are added, also keep them informed of all current magazine articles on such subjects. . . . A similar list should be sent to teachers, and posted in the school building on the library bulletin board. It is best to have one bulletin for the teachers of the ward schools, and another for those of the high schools, as their interests are somewhat different, altho sometimes the same book or article should be listed for both. Similar lists should be prepared and sent to insurance men, doctors, nurses, electricians, members of the G. A. R. etc. When there are several people in one place, make one copy do and have it posted where all will see it, such as one on the bulletin board in each school building, one on electricity in the power house, etc. . . . The attractiveness of the building is of first importance when one is attempting to make the library popular. The building should be useful and comfortable, as well as pleasing to the eye. Librarians should make it by far the most attractive public building in town. Have the necessary house-keeping accurately and constantly attended to; have books in good order on the shelves; always have comfortable chairs, good light and ventilation. . . . Encourage people to telephone their wants to the library, i.e., renew books, ask reference questions, ask if certain books which they want are in, etc. . . . A circular called 'Don't be a quitter' was distributed

Library advertising—Continued.

by the Grand Rapids (Mich.) public library to the senior class in the high school. It is in the form of a story of a boy who after leaving school continued his study by using the public library. As the result of his increased information, he worked his way up from one position to another, at increased salaries. This circular was published in Public Libraries, Feb. 1907, v. 12, p. 65-66, and may be bought in circular form from H. W. Wilson & Co., Minneapolis, Minn., at 25c. per hundred. It will pay any library, large or small, to distribute these very freely. . . . A poster giving general information about the library should be up in public places, as hotels, stations, store buildings, street cars, etc. The posters may be various sizes, but should be large enough so that the printing can be read at some distance, perhaps 24 x 15 is a good general size. It should be without much decoration, white in color and make prominent the name of the library, and the words 'free to all'. It should also contain the location, hours of weekly and Sunday opening and a general invitation to visit the library. . . . The city officials of one town put a library circular in the envelopes with the water rent, tax notices and other official letters. The library is a city institution, and it is perfectly legitimate for the city officers to help develop the usefulness of it. This saved postage and other mailing expenses, identified the library with other departments of the city government, and gave the circular the prestige of being sent out with official notices. . . . Circulars have been placed in the pay envelopes of people working in mills, mines, etc. This could be used effectively in all establishments where pay envelopes are used. Librarians might offer to insert the circulars in the envelopes in advance. . . . It is very evident that many librarians spend most of their time in their office and leave the contact with the patrons almost entirely to the assistants. The fact that patrons get their idea of the library from the people who wait upon them cannot be emphasized too strongly in order that more care be taken in this matter. . . . My strong feeling is that every plea for library advertising, as well as many other relationships between the librarian and the public, should be saturated with this idea of having as many personal interviews as possible. Your own interest and enthusiasm should soon give your library a reputation for hospitality, which is one of the greatest factors in attracting and keeping patrons. . . . It is well to have one day a year for a public reception at the library. . . . Have a general invitation in the paper, send invitations to the common council, to city officers, to each study club and all other organizations and have it announced in the churches. If you are to have an exhibition or address mention it in the invitations. Ask your board members and the members of the staff to extend verbal invitations to every one. . . . A book day is similar to the library day only not so pretentious. Several might be held during the year as a display can be had when new books are ready for circulation. A display of material good for Christmas celebrations early in December, children's books or adult books appropriate for gifts, attractive editions, are some of the displays that have been used for book day. . . . Any collection of material which will give any historical or educational information or awaken pleasure is worth displaying in the library. . . . Libraries in most communities could follow Newark (N. J.) public library's plan in collecting the trade catalogs of various mechanical manufacturing firms. This is a novel method of disseminating knowledge of a character not generally obtainable without considerable trouble and for which there is a growing demand. . . . Public speakers can influence many people to use the library by referring to certain books as being there found. You can easily interest ministers, school men, politicians and all lecturers on any subject whatever to do this and it will repay any effort made. One of the influential methods of

showing the citizens of a town that the library is a wide awake institution is by having thorough good lectures. The lectures will usually need to be popular as well as instructive. We always hope that the lectures will cause increased reading on the subject. To encourage this, after each lecture, have the books near at hand and loan any that people wish to take. . . . In almost any town the newspapers are glad to publish any library news free of charge. As a rule, it is interesting reading which they are glad to add to their paper. . . . In preparing material for the newspaper try to conform to the custom of the paper in writing head lines, capitalization and journalistic style. When it is apparent that some attention has been paid to these details your contributions will be looked on with greater favor."

Publicity, or library advertising. L. B. Arnold. Ia. Lib. Q. 6: 69-73. Ja. '10.

"Of outside aids it is safe to say that the columns of the newspapers are the best of all ways for attracting attention especially of those who have never used the library. Librarians should make the acquaintance of newspaper editors, and if their support is not already enlisted it should be secured. Make friends with the reporters and encourage them to come to the library for news. Few librarians can afford to spend much money for printing, but as a usual thing the newspaper will gladly print free of charge material that is sent in. The well considered article in the daily paper is sure to reach most of the homes in the city. Whenever possible, librarians should prepare their own material for publication. If it is concisely stated in readable form, in most cases copy will be followed. If there are several papers in the city, the same news should be a little differently phrased. If the morning paper is given preference on one occasion, the evening paper should have it next. It is a good plan to find out the busy days at the newspaper office and plan library articles to avoid that time. It may be possible to have a certain amount of matter appear on certain days in a stated column, as for example, select lists or news notes as a part of Saturday's edition. People soon learn to watch for this and read it. . . . Every library that can afford it should put out its own monthly or quarterly bulletin of new accessions, in some form for distribution, but this is an expense and labor beyond the reach of the smaller libraries. . . . Try sending a number of lists of books of practical interest to men to some of the factories with the request that one be inserted in the pay envelope of each employee. Take into consideration the seasons of the year and get out special lists on subjects in which people are interested at that time. . . . Lists of books of interest to farmers are enclosed in packages at stores by the Burlington public library. . . . In order to inform strangers in the city, the library should have a standing notice in the amusement columns of the newspapers. Announcement cards may be hung in the street cars, railway stations, hotels and stores to show the location of the library and reading rooms, hours of opening, and the fact that all are welcome to its privileges. . . . For the older boys and girls library clubs have been found to be of great value in keeping up a lively interest in good reading. The meetings are usually devoted to the reading of special books or to debates and discussions. All picture bulletins and exhibits attract the children. Notice should be taken of all patriotic anniversaries, birthdays of famous people, also inventions of different industries, recreations, etc. . . . One of the duties of the librarian consists in visiting the schools and by entertaining and instructive talks interesting the boys and girls in the library and teaching them how to use it. At each of these visits a cordial invitation should be extended to every child to make use of the children's room, either for recreation or study. . . . Perhaps the most valuable of all extension activities is the use of the lecture in connection with the library. This is a part

Library advertising—Continued.

of the work that ought not usually to fall upon the librarian, but should be undertaken by members of the board or a small committee of citizens. The librarian can find plenty of employment for her spare time in providing material for study for the lecturer, and in gathering together and advertising her literature on the subject to be presented. She will often find it necessary to order new books to supplement her material in order to have the best and latest information on the subject treated. . . . The new development complementary to the lecture, is the library reading or book talks. It is based upon the idea that just as you can popularize books by talking about them, so you can attain the same end by reading from them. Such readings may all be on a single subject or from a certain book or from some one author's works and are planned primarily to convince the 'average reader' that there is matter which is just as interesting as the last new book he has finished."

Should libraries advertise; and, if so, to what extent? affirmative. W. C. B. Sayers. Lib. Asst. 7:100-2. Mr. '10.

Should libraries advertise; and, if so, to what extent? negative. J. D. Young. Lib. Asst. 7:102-3. Mr. '10.

Library association, England.

Library association in relation to the progress of the public library movement. W. B. Thorne. Lib. Assn. Rec. 12:84-95. Mr. '10.

The library association prepared the act of 1892, besides engaging in other legislative activities. It cooperated in the publication of Anglo-American cataloging rules, published a pamphlet on the Establishment of libraries, a Class list of best books and other pamphlets. A collection of lantern slides and a popular lecture on libraries is among its activities. The efforts of the education committee to raise the standard of efficiency among library assistants amounts to a system of registration.

Library associations and clubs.

See also Library associations.

History of library associations. W. W. Howe. Library Assn. Rec. 12:57-64. Ja. '10.

The first international conference of librarians was held in New York in 1853, but resulted in nothing definite, a meeting in Philadelphia in 1876 resulted in the formation of the American library association. In 1877 the first library conference ever held in Europe met in London. The Library association of the United Kingdom grew out of this meeting. State associations in the United States and branch associations in Great Britain gradually came into existence. The Library assistants' association was organized at London in 1895. Its object is to improve the status of library assistants. In 1909 this association had a membership of 446 and had been publishing a journal, the Library assistant, since 1897. This association also has branches. The Scottish library association was inaugurated in 1908. At an intercolonial library conference at Sydney in 1896 the Australasian library association was organized. The Canadian library association was formed in Montreal in 1900. German librarians organized the Verein deutscher bibliothekare at Marburg university in 1900. The official organ of this association is the Centralblatt für bibliothekswesen. The Association des bibliothécaires français was inaugurated in 1906. It maintains an information bureau for its members, systematically informing them of professional vacancies and appointments. The Societa bibliographica Italiana was founded in 1896 and aims to foster bib-

liographical research and to work for the development of public libraries in Italy. The chief purpose of the Danmarks folkebogssamlinger which was founded in 1905 is to obtain cheaper prices of books.

Library exhibits. See Exhibits of libraries.

Library extension.

See also County extension.

Relations of library work to rural betterment. L. H. Bailey. N. Y. Libraries. 2:52-4. Ja.; Same. Lib. Occurrent. 2:111-3. Mr. '10.

"But working alone, however effectively the work may be done, the libraries can not go far toward solving the rural problem. They must tie themselves up with institutions that are engaged in developing the agricultural and rural conditions. There are very many agencies and institutions that in one way or another are contributing to a better country life, but they are too scattered and are working too independently and remotely from each other to enable them to accomplish the results to which their efforts entitle them. There is need of more and more united effort. I am sure that librarians must get away from their bondage to books if they are going to help the rural situation. Books are not the only means of developing the reading habit; and with the great majority of people they are not the first means to be used. I mean that librarians must escape from their formal library methods and must not look on libraries as museums. I take it that a library is not merely a place where books are kept for persons to read if they choose to read them. The library must propagate its ideas and its work as actively as any other institution or organization. If the reading habit is to be developed in country districts, the rural library should have a reading room which would be in the nature of a social center. The library should organize clubs until it becomes an organism with its organs entrenched in a community and all of them responsive and alive. If the rural library is to be an educational institution, as I think it should, it must have a progressive, constructive and dynamic program. . . . The rural library must work with all live colleges of agriculture. It can not reach the problem unless it does. It should be a distributing agency or center for the publications of the colleges and experiment stations and for other institutions that stand for agricultural development, as well as for the distribution of publishers' books and periodicals. . . . The rural libraries are wholly missing the field and are unaware of their opportunities. I would like to see the name rural library given up and rural reading or some other title substituted; and we must put such enterprises in charge of persons who have had much more training than a library school alone can give them. The persons who do this work must be well grounded in a knowledge and appreciation of country life conditions."

Township extension. Lib. Occurrent. 2:113-5. Mr. '10.

"The new impetus for township extension comes from the law passed at the last legislature providing for a township tax of not less than five-tenths of a mill. . . . Now what is the library going to give the township for its money? The most obvious duty is to allow all the citizens of the township to make free use of the library for reference and circulation. Before the levy is made, rural residents are usually charged from one to two dollars a year for this privilege. That is not very much, but it excludes some people, who are least able to buy and least concerned about buying books for their own use. In the case of a poor renter with a large family, a rate of two dollars a year is prohibitive. Merely opening the doors of the public library to the rural citizen on the same terms as to the urban citizen, makes much difference. The circulation statistics go

Library extension—Continued.

up with a jump. Scarcely less obvious than the duty of throwing open the doors of the public library to all the citizens is that of making special efforts to accommodate the schools of the township. If there are consolidated schools, a rather large branch library should be maintained at the school building. Strictly reference books—dictionaries, encyclopedias, etc.—the school will perhaps own, but the public library will need to supplement these by sending out sets of books for assigned reading, these sets being exchanged as often as desirable. This will, of course, be unnecessary if the school is near the library. If the schools are not consolidated then the public library will probably maintain traveling libraries in every schoolhouse. These will be sets of from twenty-five to sixty books of all sorts; some for the teacher and the parents, some for 'older brother' and 'older sister', some for 'little brother' and 'little sister'. It will be a miniature library for all the people in the district, and will contain everything from a picture book to the latest book on farm machinery and the good novel. The whole field of literature cannot be covered in one set of books, but the neighborhood will be allowed to get a new set from the main library just as often as it wishes. The whole resources of the public library will be at its disposal. . . . It is often wise to put traveling libraries in the country stores, and postoffices—anywhere possible that will make it easy for the rural citizen to get the books. All this is simply to fulfill the function of the librarian and 'get the books to the people.'"

Township extension of libraries: observations from experience in Page county.
W: Orr. Ia. Lib. Q. 6: 65-8. Ja. '10.

The township extension library law of Iowa "authorizes township trustees and town councils in territory adjacent to a city having a free public library, to make a contract with the board of library trustees by which all the inhabitants of the township or town can have the same use of the library that the citizens of the city have, upon condition that they levy a tax not exceeding one mill on the dollar of the taxable value of all the property in the township or town, to be paid to the board of library trustees. The contract entered into between the township or the town and the board of library trustees brings the benefits of the library to all the citizens of the township or town on exactly the same basis as those residing in the city, and it also brings to the library the increased revenue so necessary to make the library a growing and useful institution."

Library legislation. See Legislation.

Library methods.

See also Administration; Library advertising.

Men and the library. W. F. Seward. N. Y. Libraries. 2: 54-6. Ja. '10.

Notes on this article are given under the heading Libraries, Use of by the public.

Two government enquiries into public libraries. J. D. Stewart. Lib. Asst. 7: 87-95. F. '10.

A review of the reports of the select committee of parliament appointed in 1849 to investigate "the best means of extending the establishment of libraries freely open to the public, especially in large towns in Great Britain and Ireland," and a joint committee of the two houses of congress appointed in 1896 "for the purpose of inquiring into the condition of the Library of congress . . . with such recommendations as may be deemed advisable; also to report a plan for the organization, custody and management of the new library building and of the Library of congress."

Library of congress.

Report of the librarian, 1909. Lib. J. 35: 23-4. Ja. '10.

Library periodicals.

Library periodicals; a history. H. E. Haines. Bul. of Bibliog. 6: 2-5, 38-40. O. '09-Ja. '10.

A library association in Ireland publishes a periodical, *An leabairiann*, which it sends to its members. The Library record of Australasia was established as a medium of communication among Australian librarians, but lacked financial support and was short lived. In Germany the *Zentralblatt für bibliothekswesen* was founded in 1883. It is more scholarly than the English and American library periodicals. It publishes a supplement devoted to the more popular side of library affairs. In Austria the *Zentralblatt für volksbildungswesen* commenced publication in 1901. It represents educational interests rather more than libraries. Bohemia also has a library periodical, *Ceska osveta*. The Association des bibliothécaires français has published the monthly *Bulletin des bibliothèques populaires* since 1906. It is little more than a book bulletin with a few notes or suggestions toward improved library administration. The library association of the Netherlands publishes *De boekzaal*, and that of Italy, *Il libro e la stampa*. There are also in Italy the *Rivista delle biblioteche* and the *Bollettino delle biblioteche popolari*. The *Folksbiblioteksblad* has been published in Sweden since 1903. The Danish library association has published *Bogsamlingsbladet* since 1906. In Norway, the national library periodical is *Forfolke-og-barnebok-samlinger*. Library periodicals must be interesting, they must cover the field, and they must be accurate and timely.

Library reports.

Annual report of a small public library.
F. R. Curtis. Lib. Occurrent. 2: 115-7. Mr. '10.

"As the cost of composition, the setting of the type, is more than 50 per cent. of the total expense of a small edition, a great saving will be effected by using the type already set up for the annual report of the various city departments. A newspaper will sometimes print the report in double columns; the type will then be in good form for printing a separate pamphlet. Illustrations and statistical tables add materially to the cost of printing; the cover is also an item of expense. Prices vary in different sections, and figures are in consequence of doubtful value. A library in a city of 8,000 to 12,000 inhabitants, should place a thousand copies of its report among the local citizens; the remaining numbers of an edition of 2,000 copies could be distributed among the libraries upon its mailing list. The library schools and training classes regard a complete set of library reports as one of the most valuable collections on their shelves. An edition of 2,000 copies of an eight page pamphlet, six by nine inches, in eight-point type, would cost approximately \$2.00 a page. A half-tone print of the library building would probably cost from seven to eight dollars, in an edition of this size."

Library schools.

Library school and the library. J. R. Donnelly. Lib. J. 35: 109-11. Mr. '10.

"One of the best methods by which students prove the worth of a library, is by work in it as one of the reading public. With critical faculties alert to see the librarian's side, and yet with the reader's desire to obtain service, the student has an invaluable opportunity to study library workings." . . . Another means of imparting knowledge is by the inclusion in the curriculum of as thoro a

Library schools—Continued.

course as conditions permit in the history of libraries and the library movement; with special attention to modern and peculiarly American developments and to the men and women who are and have been the moving spirits in library extension. Happy the school which is privileged to hear vital topics of library work presented to those who are actually engaged in it. The lectures by such men and women in the schools have far more effect than is due to the mere words they say, for the students realize that these are the people who are "doing things." The last means the school can employ to gather knowledge is to collect as carefully as may be the material peculiar to individual libraries." . . . "If, during a library course, students cannot be given actual practical experience in different types of libraries in the branches of work which they are taught theoretically, a very important part of library training is lost. Nothing but meeting people as they come into a library, and trying to satisfy their wants will clearly prove the necessity of accuracy and of patience, the virtues of routine as well as the quickness of wit which can meet an emergency. A library school is but seldom attached to a library of a type which will furnish the variety of experience desired, hence the schools are becoming more and more desirous of securing the co-operation of other libraries to serve as laboratories for them."

Library training.

Do we need a postgraduate library school? A. J. Strohm. *Pub. Lib.* 15: 54-5. F. '10.

"In examining the study courses of our library schools one cannot escape a sense of confusion from their mixture of trifles and ponderousness. Picture bulletins and story hours on one hand; architecture and Latin paleography on the other. The student who may find interest in the one is not of the intellectual caliber that will master the other, while the college graduate and the more desirable library school students will frown at some of the food set before them. . . . One of the advantages of trained library service is that it enables you not to engage people for specifid services. The graduates of library schools are competent to enter into all kinds of library work. They have a much broader field of promise available than is made available by the other methods of training suggested. A girl who comes into the cataloging department of a large library learns cataloging and very little else, but the advantage of general promotion is one of great importance to the individual and is also of vital importance to the library. The freedom of service in a library which is not rigidly organized in departments, but simply has different grades and salaries, where it is possible for assistants to be shifted from one piece of work to another, is the secret of many advantages and of rapid work. The object of such a school is avowedly to give training in the technical subjects which are the foundation of our professional education, to select carefully candidates with a view to fitting them for positions as the librarians of small libraries, as heads of departments or assistants in large libraries, etc. If such training is limited to essentials of library economy, with elimination of all the pedagogical "lumber" that floats along and disappears with the current of library evolution, then its existence is abundantly justified. Such a course in the elements of library economy might well be compressed within one year, and would appeal as worth while to all ambitious to enter the profession. The course should be complete in itself and sufficient to give the student that full measure of the library technique that should be the equipment of the "rank and file" in the profession. The advanced courses now given in the second library school year in history of libraries, original bibliography, li-

brary architecture, library administration, paleography, etc., may well be observed for those who are fit and desirous to continue in a postgraduate course. . . . Such a course should be arranged wholly apart from the present library school and would, of course, not be for those who desired to obtain a mere foothold on the profession. It would appeal to the select and fit, it would attract not only the college graduate but even those who for years have been identified with the library profession."

Technical instruction. A. Arnesen. For Folke-og-Barneboksamlinger. 3: 119-22. D. '09.

Technical training in librarianship in England and abroad. F. M. Glenn. *Lib. Assn. Rec.* 12: 118-29. Mr. '10.

"Altho it was not until 1893 that systematic instruction in the details of library work was undertaken in this country by a corporate body, it should not be supposed that prior to that date there had been an entire absence of such training. On the contrary, in some of the larger libraries—to wit, Manchester and Liverpool—special classes were conducted for the benefit of the members of their staffs. Usually the work of instruction devolved upon the chief librarian, or certain members of the senior staff. These pioneer efforts might, with some show of justice, be said to have led up to, and culminated in, the examination scheme of the Library association in 1884. With the inauguration of this scheme there was a multiplication of classes thruout the country, notably at Cardiff, Newcastle and Kensington." The final scheme of the examinations involves study in the "following prescribed subjects and the writing of a satisfactory essay upon some aspect of each subject:—Literary history, elements of practical bibliography, classification, cataloging, library history and organization, practical library administration; examination in each subject. The method of instruction was left entirely to the discretion of the individual student. It might be by private reading, by correspondence classes, or attendance at oral classes, but in order to obtain the full certificate or diploma it must include practical experience, the examinations, the prescribed essays, and a final thesis upon a subject to be approved by the examiners." Summer schools have been held by district library associations. Systematic classes under the management of the education committee of the Library association have been held since 1898. Correspondence classes were inaugurated in 1904. "In America training in librarianship is accomplished chiefly thru three agencies: (1) the library school; (2) the apprentice class; (3) the summer school. The library school, which originated in 1887, provides for a complete training in all branches of library economy. Its aim is general. The first library school established was that of Columbia college—largely the result of the efforts of Dr. Dewey—now the New York state library school. Since that time schools have been added to the Pratt institute (1890); Drexel institute of Philadelphia (1892); Syracuse university (1892); Armour institute of Chicago (1893), since transferred to the University of Illinois; Columbian university, Washington (unique—all instruction given in the evening, 1897); Cleveland, Ohio (1899); Chicago university; Simmons college, Boston; Western reserve university, Ohio (1893); Wisconsin free library commission summer school—made into a permanent school in 1906; and the Carnegie school for the training of children librarians, Pittsburgh (1901-2). The last-named school was organized in response to the demand for librarians specially trained to work with children. Its energies are devoted to that specific purpose, and in so far as it does not compete in any way with the general library schools, it should perhaps be considered entirely apart. . . . The entrance requirements into the different schools vary from that of a college degré (as at New York

Library training—Continued.

state), down to "blank" filled in by a high school principal (as at Syracuse) and "Good Intelligence" (as at the Columbian university). It will thus be seen that training in librarianship is often post-graduate work, equivalent to the educational courses of doctors and lawyers in this country. . . . Whereas the Library school training is general, the apprentice class, on the other hand, is commonly directed towards preparation for the special work of the particular library in which the class is conducted. In some instances these classes are formed with the sole object of providing a substitute list, the persons on which sooner or later receive appointments in the library training them; while in others the training is given in return for temporary service. Consequently, in the latter case, when apprentices have served and been instructed a certain length of time, they have to seek remunerative appointments elsewhere, fortified by experience. The length of these classes averages about six months, tho in some cases they extend to two years. In the larger libraries the instruction is invariably given by members of the staff, who in many instances are graduates of the various established schools. In the smaller libraries, however, the instruction devolves upon the librarian himself. . . . The summer school in America is, in some respects, a similar institution to that in our own country tho on a much larger and more extensive scale. It usually occupies five or six weeks—whereas in England one week suffices—and supplies a brief systematic course in the theory and practice of librarianship. Tho a special course is outlined, facilities are given to those who wish to devote their time to special lines of work. In no sense is the school training a quick and inexpensive substitute for a more complete training, or affording sufficient preparation. It aims chiefly at augmenting the reading and practical training of librarians.

. . . In addition to these three important agencies, instruction in certain branches of library science is offered thru various colleges, state normal schools, and in a few cases correspondence classes. . . . So far as the European countries are concerned little information is accessible regarding technical training in librarianship. However, it is known with certainty that in France, as far back as 1879, candidates for librarianship in the universities were required to have two years' probation, and finally to pass a professional examination. Altho not very formidable it suffices to show that the French are fully alive to the importance of professional training. In German countries the conditions for the training of librarians are different, and concern Prussia and Bavaria chiefly. As early as 1861 the library of the Bonn university was used as a training school for intending librarians by Friedrich Ritsche. Subsequently in 1886 a professorship of library science (*bibliotheks-hilfs-wissenschaften*) was created in Göttingen, and consequently instruction in that science must have been offered. It is interesting to note that there exists a Prussian act (of 1894) which defines the qualifications of a librarian, particularly for the trained (*wissenschaftlichen*) library service at the Royal library, Berlin, and the Royal university libraries. Qualification for these positions is attainable only thru a two years' voluntary service in one of these libraries, and thru the special library examination. In Berlin, special training is offered to women librarians. So recently as 1900 a school was opened for this purpose, under the control of Dr. C. J. Hottinger, formerly librarian of the *bibliothek der königliche universitäts*. Two courses are provided—one of six months for the training of the ordinary public library assistant; and another extending over three years, intended to prepare assistants for positions at the head of scientific libraries. A similar training has been offered to academically educated women only, at the Berlin university, since 1903. . . . Italy had a system of examination and training

drawn up for public librarians by Signor Boughi in 1876. In addition a number of prizes in bibliography and librarianship were offered by the Minister of public education in 1885, while in 1905 an international library school was started in Florence. Even Sweden is not now without an agency for instruction in librarianship. At Stockholm in 1908 the first library school was held. The course, arranged by the Royal council on college education, was, unfortunately, limited in its scope to college library problems, and was intended chiefly for teachers in the government, or equivalent private schools. The lectures, however, covered such familiar details as interior arrangements; selecting and ordering of books; accession records, etc.; and their success might be said to have heralded the establishment of a permanent library school."

Technical training in librarianship in England and abroad. J. Ross, bibliog. Lib. Assn. Rec. 12: 99-117. Mr. '10.

"The question of the necessity of establishing classes in librarianship was introduced in Austria in 1858, just over fifty years ago, when a report was issued by a civil service committee of that country recommending that examinations be established to regulate the appointment of librarians, and that classes be instituted to provide the training for such examinations. This proposal was never authorized, and while the authorities were discussing and referring back this report, Italy took the lead by legally authorizing the establishment of courses of lectures in library matters. This authorization was in the form of an act passed by Signor Bargonì in 1869. These lectures were delayed, however, until further authorization in 1876. Meanwhile, Austria, being determined not to be beaten, commenced the actual education of her library assistants in 1874. It was undertaken by the Institute of historical enquiry, while the Italian lectures were delivered at the Victor Emanuel library, Rome. England followed fairly closely on the heels of these two countries, but it must be particularly noticed that it was only in the direction of examining assistants and not training them that England's first move was made. . . . In 1894 France commenced to cater for her library assistants by the establishment of lectures in bibliography and library economy at the Sorbonne university, Paris. . . . In 1900 Germany instituted some instructional courses better suited to the needs of assistants than those already in force in Göttingen. It appears that these courses, however, are only open to women. The school established in 1900 was known as Hottinger's. The Library association of the United Kingdom was the next body to move further, and perhaps their move in 1902 is the most important they have made in this great matter of technical instruction. Briefly, they decided to co-operate with the London school of economics in the establishment of lectures or classes in librarianship. Since that date courses of lectures have been held regularly in bibliography, classification, cataloging, and library economy. This was the commencement of the support by educational authorities that had been long wished for. In 1904 the Library association commenced a new method of training, viz., correspondence classes, which have proved exceedingly popular. They were established more particularly on account of the complaint that library assistants in the provinces had no facilities for training, except the Northwestern branch summer school and that was too far away from the majority of such assistants. . . . The last development was the establishment of a summer school in Sweden. This was founded last year and claims to be the first of its kind held on the mainland of Europe. . . . The only countries that will bear any comparison with one another are the United States and England. English methods appear to be the most practical while the methods of the United States are the most elaborate. But the

Library training—Continued.

methods of one will not do for the other. The English are too slow for the Americans, but the American system is far too expensive for English pockets. The prospects in England are far too small to allow of the waste of two years in a library school without counting the waste of money. It stands to reason that a person will not spend two years of his time and a large amount of money training for a profession which will ultimately yield him about £150 per year. Until better conditions prevail with regard to library hours and salaries, a library school of the American type will never be satisfactory in England."

Lighting.

New lighting appliances. John Crerar library. Annual report, 1909: 12-3.

"In connection with these changes there was installed in the public rooms and over the catalogers' desks the indirect (I-comfort) system of electric lighting. In this system the light is thrown up to the ceiling and thence reflected and diffused thruout the room. Many of the old chandeliers were used and the same 100-watt tungsten lamps. In the reading room 5,400 watts are used to light 3,600 sq. ft.; in the Senn room 3,000 watts to light 1,200 sq. ft.; in the public catalog room 1,000 watts to light 400 sq. ft.; over the catalogers' desks 1,600 watts to light 800 sq. ft. The last named space has a nearly white ceiling, while the others have as light tints as are consistent with the wall decorations. The extra allowance of current in the Senn room and the public catalog room is in part necessary to overcome the disadvantage, for this system of lighting, of long and narrow rooms, but in part secures better results. In them the light is ample, but in the reading room about one out of ten readers appears to need additional light from the table fixtures. The softness of the light, its perfect diffusion, which eliminates shadows and lights the lowest shelf as well as the highest, and the absence of all visible brilliant points, are features which give great satisfaction. The cost for the public rooms is entirely satisfactory, being not more than ten per cent. greater than direct illumination with tungsten lamps and holophane shades, and some 30 per cent less than the old method with carbon lamps. For lighting the assistants' desks, however, the cost is very great in comparison, for 1,600 watts are used to illuminate a space which will accommodate comfortably only ten workers, and if a single desk is occupied 800 watts must be used. Further experiments on the lighting of the stacks have resulted in the installation in the new stacks of 25-watt tungsten lamps with holophane shades six feet apart instead of 40-watt lamps 9 ft. apart. The amount of current used is practically the same, but the light is better distributed. A minor improvement introduced on an experimental stack is the use of white enamel on the bottom shelf and the tilting of this shelf 1½ inches to the foot. When the books are set back two inches from the edge of the shelf the increased legibility of the shelf marks is very evident."

Loan department.

See also Charging systems.

Cost and work of American libraries. N. W. L. A. Lib. World. 12: 323-4. F. '10.

Magazines. See Periodicals.**Manuscripts.**

Preservation of manuscripts. F. W. Lib. J. 35: 64. F. '10.

Marking books.

Permanent book marking. J. A. Lowe. Lib. J. 35: 15-7. Ja. '10.

A minute description of the process of labeling books by the book-binder's process with gold leaf and a hot iron.

Museums.

Docentry: a new profession. M. B. Hartt. il. Outlook. 94: 701-8. Mr. 26, '10.

Musical libraries.

Three-foot shelf of musical books; symposium. Musician. 15: 158-9. Mr. '10.

Pamphlets.

Protecting pamphlets. F. K. W. Drury. Lib. J. 35: 118-9. Mr. '10.

"Among the commercial binders those made by Gaylord Brothers, of Syracuse, N. Y., are the cheapest brought to the writer's attention. These come in various sizes. The following are nearly standard and may be cut to fit: 6x8, 6x9, 7x9½, 7x10, 8x11. The cover of the pamphlet is removed if it is an addition to a title-page, and being cut by a photo-trimmer (which it is worth while to have) is pasted on the cover of the binder. The pamphlet is then pasted in the binder by means of the gummed strip. The majority of pamphlets require also that they be fastened in by some additional means; otherwise, after only a little usage, the inner pages will part company with the outer sheet. An Acme wire stapler will correct this and fasten the pamphlet securely in the binder. Certain thin pamphlets can be sewn in very easily. The cost of the Gaylord binder averages 3½ cents, and the time of pasting, stapling and trimming costs about 3½ cents, making the total cost for the average pamphlet 7 cents. Hence for any over 14 pages the cost per page is ½ cent or less. The Miller cloth flap binders made at Albany, N. Y., come in any size, but cost about 4 cents more each, thus increasing the cost to 11 cents per pamphlet. Paste must also be used, as the strips are not gummed. For pamphlets 22 to 24 pages the cost is ½ cent per page, and of course less for thicker ones. Regular trade binding can be put on pamphlets rather cheaply if done in lots. They can be sewed 2- or even 3- on in plain boards and no lettering. One lot the writer knows of was done for 19 cents each, hence for any over 38 pages this conformed to the ½ cent per page standard." . . . Many dissertations on one subject in a special seminar library are perhaps best preserved in pamphlet boxes. . . . Music is also well preserved in the Gaylord binders, especially sheet music. . . . Unbound annuals and similar continuations are a great perplexity until they can be bound. Groups with numbers missing or awaiting the quinquennial or decennial cumulation for binding may be protected in the following ways: 1. Put in manila case, costing 1½ cents, making the protection about ½ cent a number. The page cost is past reckoning. 2. Put in a wooden pamphlet case; these cost 25 cents each and hold about 10. Thus the cost per copy is 2½ cents. 3. Put in an expanding binder, such as the Chicago or Simplex, costing about 40 cents. These also require stapling as for the Gaylord binders, otherwise the insides will fall out and get lost. They soon get unsightly and are hard to keep in repair. As one will hold about 25 pamphlets the cost is about 2 cents each. On the score of cheapness, the pamphlet box at the end or beginning of a class probably carries the day, but this is good for storage only. The staple pamphlet in a Gaylord binder approaches a bound book and may well be treated as such by the library.

Periodicals.

See also Library periodicals.

A. L. A. magazine exchange. Lib. J. 35: 25. Ja. '10.

Periodicals—Continued.

Anti-libriscution—a reply to Mr. Foster.
A. D. Dickinson. Pub. Lib. 15: 158-9.
Ap. '10.

Dramatic index for 1909 edited by F. W.
Faxon. *\$3.50. Boston book company.

Magazine and book exchange. N. Y. Li-
braries. 2: 49-50. Ja. '10.

Notes on this subject are given under the
heading Clearing houses.

New combination affecting libraries; a
magazine trust. Pub. Lib. 15: 59. F.
'10.

Periodical clearing house and anti-trust
law. Lib. J. 35: 26. Ja. '10.

Work of a periodical department. K. B.
Judson. Pub. Lib. 15: 144-50. Ap. '10.

"Debate work is popular in the high schools here. We learned of the subjects most in use and for each we made, on cards, a complete reading list, 1901 to date, of all material in our available periodicals. Each article was given a separate card, at the bottom of which we noted salient points, such as whether it covered the affirmative or negative, whether general or specific, whether or not authoritative, so that a demand for a circulating magazine on a given side of a debate or on a specific phase of the subject could be readily answered. This took time, of course, but in the end it saved time in preventing unnecessary duplication of work and in the speed with which we could supply what was wanted. Being thoroly worked out, the record is permanent and needs only to be kept to date. Some 50 subjects have been worked up in this way, and typewritten lists of them sent to interested teachers, as well as posted on bulletin boards at the high school, in the circulation department and our own department at the library. We are prepared for the students and they know it. Girls especially appreciate this opportunity to borrow the magazines, as our rainy winter days are short and darkness comes early. We are still further prepared on this work by having taken from the shelves copies of periodicals covered by these reading lists, each one ticketed with subject and paging, such as "Bird preserves, p. 365," or Immigration, oriental, p. 279." Material on each of these 50 subjects is kept on the broad shelves under the charging desk. The shelves are also labeled. The ticketing of each magazine is done simply with a strip of flexible green cardboard, two by four inches, fastened on with paper clips to the cover and two or three advertising pages, nor are these slips often pulled off. Students seem to appreciate the advantage of being able to get, at a moment's notice, 20 or 30 articles, either for reference or circulation, on debate subjects, whether it be the government ownership of railroads, the city beautiful, or tariff revision, and they are courteous and careful. They also appreciate the advantage of taking two magazines on one card, since it gives them opposing points of view. Our ticketed files are kept as complete as possible by circulating the duplicates of those ticketed; if there are no duplicates, however, they may take the labeled copies. . . . A 'current topics' table, near the entrance to the room, is kept supplied with files of periodicals on any topic of current, popular interest. Alaska and the Pacific northwest are two subjects covered during the exposition. These are also labeled with the green slips, giving subject and page. Many readers are attracted by this table,—many, I think, of a class that would hardly take the time or trouble to have the subject looked up for them. . . . The head of the English department in our largest high school has quickly become interested in some new work with our periodicals which will be developed this fall. We suggested the use of magazine articles, by standard authors, in the 30 or 40 classes in English which are studying narration, description, exposition, criticism, and

other forms of English composition. After being classified, typewritten lists will be posted on bulletin boards in the high school and in our periodical reading room. The effort, of course, is to put more life into the study of English. . . . We never undertake to strip our periodicals of advertising pages, or to do anything else to them. We use them exactly as they reach us. We find that for use in the department the advertising pages give them body enough to wear better and it protects the reading matter without other covering. For circulation, of course, we use covers. . . . For the sake of casual visitors, embarrassed by the number of unfamiliar periodicals around them and therefore unable to find anything they want, we compile each month a list of the more interesting articles in the popular magazines. This typewritten list, comprising 40 or more items, is posted on the bulletin board, labeled in letters an inch high, and serves its purpose well. A carbon copy is sent to the Y. M. C. A. and is posted by the educational director in their reading rooms, serving a like purpose there."

Printing.

Protestant press in the reign of Queen
Mary. Library, n.s. 1: 54-72. Ja. '10.

Public documents.

See also State documents.

Handbook of United States public documents. E. Everhart. \$2.50. '10. H. W. Wilson.

Publishers and publishing.

Protestant press in the reign of Queen
Mary. Library, n.s. 1: 54-72. Ja. '10.

Reading.

American education and President Eliot's
five-foot library. I. B. Richman. Pub.
Lib. 15: 142-4. Ap. '10.

Are readings and reading circles desirable? affirmative. W. B. Thorne. Lib.
Asst. 7: 98-9. Mr. '10.

Are readings and reading circles desirable? negative. J. F. Hogg. Lib. Asst.
7: 99-100. Mr. '10.

Books and book-shelves. Atlan. 105: 430-
2. Mr. '10.

Library reading in the high school. M.
Ashman. School R. 17: 618-22, 701-4; 18:
196-9, 270-3. N.-D. '09, Mr. -Ap. '10.

Reader, the book and the library. H: Van
Dyke. Pub. Lib. 15: 108-9. Mr. '10.

Trashy literature, its cause and its combating. J. W. Gerhard. il. Boekzaal. 4:
31-40, 59-72. Ja.-F. '10.

Seventy-five low-priced collections of standard literature are named, forty-five in German, ten in French and twenty in Dutch.

Reference work.

Information bureaus in libraries. H.
Krauss. bibliog. Lib. Assn. Rec. 12: 14-
22. Ja. '10.

"The 'Information Bureau' is an extension of the reference library, and its chief object is to relieve that department of some of its work. To enable this to be fully realised the bureau must, first of all, be placed in a prominent part of the building, and secondly be stocked with a good selection of quick reference works; these need not exceed 3,000 volumes, but this is a matter for the librarian to decide. . . . To ensure further the usefulness of the bureau it should be connected with the central and

Reference work—Continued.

branch libraries by a private telephone, and an exchange wire should be installed for use by the public. The assistant appointed to take charge of the bureau ought to have had at least three years' previous training in a reference library, and great care should be exercised in appointing him. He must be quick, intelligent, and courteous. A knowledge of two or more languages is made a condition of appointment in some American libraries, the languages required being those most in use in the surrounding district. Another qualification of an assistant should be the ability thoroly to understand the requirements of each reader, as incorrect information may call forth unnecessary abuse as well as waste time. The possession, also, of a good memory will enable him to save labour in tracing information that he has already been asked for; and a register of inquiries if kept will save still more. A knowledge of the scope and use of the various quick reference works is an essential of good work. . . . What may be called subordinate to the bureau, but is in use in many libraries in its stead, is the information desk. The counter in the reference library is often used for this purpose whilst in other libraries the desk is given the name of information bureau. The function of the information desk at the Croydon public libraries is that of a register of inquiries, chiefly those that do not occur in every-day work. This register is kept on slips, 5 x 3 ins., one question being entered on each. The method of procedure is as follows. When the assistant has obtained the books containing the necessary information they are given to the reader. On their being finished with, a list of the books is made and the name and address of the reader ascertained. A slip is then made out with all the particulars relating to the question, the author and title of the books used being entered on the back of the slip. If a reader inquires for information by letter the initials of the assistant who answers the query are entered in a space provided for the purpose. This also applies if the question is answered at the library, or if a list of books is supplied. A selection of the questions answered during the year is listed in the annual report of the library, including those which could not be answered. . . . The slips are arranged in alphabetical order of queries behind guides lettered: Current year; Information given; Information not given; and Previous years, the rest of the divisions here being the same as the first section. . . . Perhaps the best means of keeping a permanent record would be by compiling a reading list of which at least three copies should be made, one for the reader and the others for the library. The preservation of copies of the various lists compiled by the library will in time form a valuable collection of material on miscellaneous subjects. . . . An excellent way of acquainting readers with the resources of the library, and a work that can very well be performed by the assistant in the bureau, is the publication of occasional reading lists. The subjects can be selected from every-day happenings, as, the centenary of some noted person, a bye-election, and various other topics. . . . The preservation of newspaper cuttings on topics of interest, which have been or may be asked for, ought to form the chief item of the routine work of the bureau. Great care will have to be exercised in the selection of the cuttings to be preserved, or a large collection of material of little practical value will result. . . . A new feature of information bureaux is the establishment of a telephone inquiry at Cardiff. This inquiry department is in the newsroom, being placed in charge of an assistant who has near at hand a telephone and a good selection of directories, year books, and other material. Business people can telephone their wants to the library, perhaps an address, the assistant looks it up and telephones the answer to the inquirer. If books are required, these are got ready for the reader, so that he may commence to work on them as soon as he reaches the library, instead of having to wait for books as is usually the case."

Repairing. See **Binding and repairing.**

Reports. See **Library reports.**

Rest rooms.

Farmers' rest rooms. Mrs. F. F. Faville. Ia. Lib. Q. 6: 78-80. Ja. '10.

School libraries.

High school libraries in New York state. M. E. Hall. N. Y. Libraries. 2: 57-61. Ja. '10.

Special libraries.

Aspects of a financial library. B. E. Carr. Lib. J. 35: 10-2. Ja.; Same. Special Libraries. 1: 7-8. Ja. '10.

"The material on file in the library of Fisk & Robinson consists of books, pamphlets, reports—printed or in manuscript—and newspaper clippings—either specific or general—on: steam and electric railroad companies; industrial corporations; public service undertakings; banks—national, state and savings; insurance and trust companies; state and municipal finances and general development; U. S. Government—securities, finance and general records; miscellaneous books and pamphlets on banking, money, financial history, railroads, industrial statistics and other matters likely to be of interest; information of a general character not included in these classifications."

Co-operation between special libraries. H. O. Brigham. Lib. J. 35: 12-4. Ja.; Same. Special Libraries. 1: 6-7. Ja. '10.

State documents.

Public documents of Indiana. J. A. Lapp. Lib. Occurrent. 2: 108-11. Mr. '10.

Not all of the documents are of general or absorbing interest except to the special student, but there are some state documents which should be on the shelves of every public library in the state; not only that, but they should be used as much as possible for reference work in order to acquaint the public with their character. Some of the reports are of enough general interest to create their own demand if the public is only brought into contact with them, others are sources of information about which the public knows little. The librarian has an important function to fill as an educator in opening up the public documents for wider usefulness. In this way, too, there will be a reaction upon the officials. When they once know that the reports are of wide interest and that they are used, commended, and criticised all over the state, there will be a striving for better, more educational reports. The public officer owes it as a duty and will fulfill it if the people show an intelligent interest in his work."

Story telling.

Purpose and results of telling stories to children and the gain to the children of different types of stories. E. Lyman. Moderator-Topics. 30: 262-4. D. 2, '09.

Technical literature.

Referencing of engineering literature. A. L. Menzin. Eng. Rec. 61: 142-3. Ja. 29, '10.

Notes on this article are given under the heading Indexing.

Traveling libraries.

School and the traveling library. W. Slade. Vermont Lib. Com. Bul. 5. no. 4: 4-5. Mr. '10.

Traveling libraries of the Society for public service. Boekzaal. 4: 26-30. Ja. '10.

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American Cheap Magazines

In the May Fortnightly, William Archer contrasts the English sixpenny magazines with the American cheap magazines to the disadvantage of the English magazines. Setting aside fiction, which he thinks is of nearly equal excellence, Mr Archer says, "Apart from fiction, what do we find in the English sixpenny magazines? May not the rest of their matter fairly be described as magnified, and scarcely glorified, tit-bits? There are articles of cheap personal gossip, addressed for the most part to popular snobbery; articles of pettifogging antiquarianism, on old inn signs, or peculiar playing cards; articles on homes and haunts of the poets, and on Royal academicians, with reproductions of their masterpieces; articles on Indian snake-charmers and a woman's ascent of Fuji; articles on the post office and the fire brigade, the Bank of England and the mint, all gossipy and anecdotic, with a careful avoidance of real information or criticism; articles on golf and billiards, skiing and salmon fishing; articles on 'A day in the life of a call-boy,' or on 'My first speaking part,' by Miss Birdie Montmorency—articles, in short, on everything that can pass the time for an idle brain, and cannot possibly matter either to the individual or to the nation. . . . Now in America there are plenty of magazines of the same or even lower calibre—'all story' magazines, and repositories of mere intellectual slush. Also there are the old-established, finely illustrated, expensive, and—to put it frankly—somewhat conventional magazines, such as Harper's, Scribner's, the Century. But between these two classes—ranking in price with the lower class, in matter, to my thinking, at least on a level with the higher—stands a group of some half-dozen period-

icals of extraordinarily vital and stimulating quality, which must be reckoned, I think, among the most valuable literary assets of the American people. There is nothing quite like them in the literature of the world—no periodicals which combine such width of popular appeal with such seriousness of aim and thoroughness of workmanship. None of them costs more than sevenpence-half-penny, yet their difference in intellectual value from our sixpenny magazines is not to be measured in money. In England it never occurs to me to buy a sixpenny magazine, unless it be to read a new Sherlock Holmes adventure or a sketch by Mr. Jacobs. In America there are at least four magazines which, if I lived there, I would buy every month, certain of finding in each of them some three or four articles of absorbing and illuminating interest." Mr. Archer attributes the special character of this type of magazines chiefly to Mr. S. S. McClure, whom he describes as a man of feverish fertility of ideas, irrepressible energy and sanguine imagination, as well as an editor of genius and a staunch and sincere idealist. "When he determined to make his magazine a power in the land, he also determined that it should be a power for good. . . . He abhors exaggeration and sensationalism. His method is to present facts, skilfully marshalled, sternly compressed, and let them speak for themselves. And they have spoken for themselves, to the no small enlightenment, and to the lasting good, of the American people. The historian of the future may determine how much of the 'uplift' that distinguished the Roosevelt administration was due to the influence of the McClure type of magazine. We cannot, at this distance of time, see things quite in proportion; but it seems to me certain that Mr. McClure both paved the way for President Roosevelt and potentially furthered the movements with which his name will always be identified. . . . It is one of the striking features of the American magazines that, though distinctly 'family' productions so far as their fiction is concerned, they deal freely with social topics of the utmost delicacy, without either frightening their subscribers off, or achieving any 'success of scandal.' The reason is, I take it, that they treat their topics in a dispassionate, almost scientific spirit, as remote as possible from hysterical humanitarianism. I am no advocate, assuredly, for forcing knowledge of the horrors of civilisation upon the young and immature; but I have never seen an article in McClure's or any magazine of its class that was not perfectly fit to be read by anyone who could conceivably wish to read it. The sincerity and sobriety with which difficult topics are handled—the adherence to es-

NOTES AND ANNOUNCEMENTS

sential fact and avoidance of lurid and 'picturesque' detail—are beyond praise."

"It was not long before McClure's magazine had several rivals in the field of social investigation; and there are now, as I have said, about half a dozen periodicals conducted more or less on the same lines, though most of them make concessions to the more trivial-minded public by devoting several pages each month to portraits of actresses and matter of that description. The American Magazine is a direct offshoot of McClure's, founded by some seceding members of the staff, with Miss Tarbell at their head. Other noteworthy magazines of the same class are Hampton's (a newcomer in the field), the Cosmopolitan, the Metropolitan, Munsey's, and Everybody's Magazine. It may also be noted that there is an American Pearson's magazine, partly reproducing the matter of the English magazine, but far more serious in tone." Mr. Archer assigns several reasons for the lack of such alert and alive cheap magazines in England. Social and political studies are the province of the universally read great English newspapers. English political and social life is not so productive of topics of dramatic and melodramatic interest as American life. "The United States is like an enormously rich country overrun by a horde of robber barons, and very inadequately policed by the central government and by certain local vigilance societies. The cheap magazines find in this situation an unexampled opportunity." Accusations of insincere, sensational "muckraking" cannot "lie for a moment against the best of the cheap magazines. Their work has been no less sincere than efficient, and they have been an incalculable force for good. The logical weakness of their position, it seems to me, lies in an insufficient thinking-out of the fundamental ideas on which their crusade is based. They do not see that most of the evils they attack are inevitable results of the national creed of individualism. They lack either the insight or the courage to admit that some form of collectivism is the only permanent check upon the enslavement of the people by the most amazing plutocracy the world has ever seen." The English law of libel and the impossibility of securing immense circulation and costly advertising are assigned as further reasons for the character of English magazines.

Library Notes

The American library association held its thirty-second annual conference at Mackinac Island, Michigan, June 30 to July 6. A good attendance, comfortable quarters for everybody in one hotel and pleasant surroundings made the conference a restful and profitable one. A unique feature of the programs was the agricultural libraries' round table which held two sessions and effected a permanent organization. The League of library commissions

also considered at length the reading of farmers. Recreation for librarians was considered in a general symposium by advocates of walking, outdoor sleeping, canoeing, golf, tennis, baseball, automobiles, and bird chasing. J. I. Wyer was elected president of the A. L. A. for the coming year.

The International typographical union has prepared a printing exhibit for libraries. Communications concerning this exhibit should be addressed to the Free public library, Newark, New Jersey.

A library commission has been authorized by the Kentucky legislature. Five members are to be appointed by the Governor to serve four years. The secretary, not a member of the commission, must be trained in modern library methods. An annual appropriation of \$6,000 was made.

Candidates for second grade teachers' certificates in Wisconsin must now pass an examination in the cataloging and use of school libraries.

The libraries of the high schools and ward schools of Milwaukee are being cataloged.

Representatives from the public libraries of New Zealand held their first conference in Dunedin in March. As a result of the meeting the Libraries' association of New Zealand was inaugurated. It is to hold biennial meetings.

The University of Illinois library school has announced that beginning with September, 1911 the school is to become a post graduate school, candidates for admission being required to be graduates of colleges and universities of recognized standing.

The Utah library-gymnasium commission entered its duties May 1, 1908. Twelve cities have availed themselves of the privileges of the library-gymnasium law. Other cities have established these institutions without waiting to put the question to community vote.

The public library of the District of Columbia has on exhibition a "full selection of guide books and railroad circulars, describing the various parts of the country especially for summer tourists; also foreign trips and hotels. This material is on exhibition in the reference room, duplicate copies being available for distribution."

J. H. Joline in *At the library table* characterizes public libraries as "those mausoleums of books where one may 'consult volumes' but never really read them; for how is it possible for anybody who is not endowed with a power of phenomenal self-absorption to forget that the custodians, although unseen, are perpetually on guard while the enforced silence of the place is a constant temptation, well-nigh irresistible, to arouse the echoes with defiant yells."

Library Publications

The Bulletin of Bibliography for July contains an annotated reading list on wom-

NOTES AND ANNOUNCEMENTS

an suffrage and the initial installment of a bibliography of English drawing room annuals.

The Carnegie library of Iron Mountain, Michigan has in print excellent lists on aids to business success, self-improvement, true stories of people who succeeded and easy English for new Americans.

A list of references on the artists represented in the fourteenth annual exhibition of the Carnegie institute is given in the May bulletin of the Carnegie library of Pittsburg.

The June bulletin of the Carnegie library of Pittsburg contains a list of technical indexes and bibliographies appearing serially. This has also been published separately.

The Library of congress has issued an extensive Select list of references on the cost of living and prices.

The Kansas City public library quarterly for April contains a bibliography of engraving and engravings.

The bulletin of the Salem (Massachusetts) public library for June contains special reading lists on Mark Twain and Björnson.

The June bulletin of the New York public library contains a bibliography of works relating to British genealogy and local history.

The North Carolina library bulletin for June contains an annotated bibliography of agriculture.

A list of stories to tell to children is given in the bulletin of the Omaha public library for June.

The Seattle public library has printed in pamphlet form: Pacific northwest, a brief descriptive list of books with suggested outline of study; Municipal plans, a list of books and references to periodicals; List of books for teachers, and Periodicals currently received by the Seattle public library and by the library of the University of Washington during the year 1910. A selected list of books of interest to Sunday school workers has been published by the King county Sunday school association, Seattle.

A list of references on public utilities is included in Special Libraries for May.

The Springfield city library bulletin for June contains a reading list on the Passion play at Oberammergau.

The bulletin of the Worcester, Massachusetts free public library for February contains a selected list on forestry, and that for April one on children's games. The library has printed separately by grades, lists of stories for grades 1 to 4.

The Wisconsin library bulletin for April contains an outline of bird study for children, and reprints Miss E. L. Bascom's selected list of books on birds from a Nature Study Bulletin of the New York state education department.

Co-operation

An editorial in the May number of Public Libraries indicates a desirable extension of co-operative library activities in these words:—"There is much to be said in favor of the preparation of lists for the various libraries as a means of economy and conservation of time and strength. There is room for query, if not for criticism, as to the wisdom of hundreds of libraries doing the same thing in the same way for the same purpose individually. Lists of books on this, that and the other topic made up from exactly the same material in various libraries are collected, prepared and printed, from one end of the country to the other. The libraries all have about the same material on their shelves, and there is no good reason why the listing should not be done, once for all, by one agent, and then distributed with local imprints as desired by individual libraries." From time to time various libraries have endeavored to put the plan into partial operation by notifying other libraries that lists on given subjects had been compiled and printed and might be purchased for use elsewhere. These experiments point plainly to a general need of a center for such enterprises.

To meet this need the *H. W. Wilson Company* is working out the details of a plan for printing and making available for all libraries some of the valuable lists of books, book marks, library signs and advertising that many libraries now edit and print at considerable expense, while other libraries, by reason of this expense are obliged to do without such aids. By securing well edited lists from libraries that have ample facilities for their preparation, it will be possible for all libraries to distribute such lists among patrons at a slight expense—probably less than the cost of the time expended on individual compilation, as at present. Various libraries publish lists of readable or useful magazine articles in their monthly bulletins. If the demand for such lists warrants it, the *H. W. Wilson Company* will include the printing of such lists for distribution by libraries to their patrons among the proposed co-operative library activities. Suggestions from librarians as to what they have greatest need of, and collections of lists, book marks and other material suitable for this form of co-operation are desired in order that the plan may be worked out on lines most helpful to libraries.

With the cooperation of a number of libraries bookmarks on the following subjects are now available:—arts and crafts, automobiles, bungalows and cottages, garden books for children, our public library (general and descriptive), self-supporting girls, tuberculosis, and votes for women. These are for sale at 25 cents for 100, \$1.00 for 500, and \$1.60 for 1000; post paid. In lots of 1000 they may be assorted by hundreds.

Periodicals Included

- A. L. A. Bul.—American Library Association Bulletin, 1 Washington St., Chicago.
- *Boekzaal.—Boekzaal. f. 3. 25. Ploegsma and Co., Zwolle, Netherlands.
- Blätt Volksbib.—Blätter für Volksbibliotheken und Lesehallen. m. 4. Otto Harrassowitz, Leipzig.
- Conn. Pub. Lib. Doc.—Connecticut Public Library Document, Public Library Committee, Hartford, Conn.
- * For Folke-og Barneboksamlinger.—For Folke-og Barneboksamlinger. (Quarterly.) Kr. 1. Christiana.
- Ia. Lib. Q.—Iowa Library Quarterly, Iowa State Library Commission, Des Moines, Ia.
- Library, n.s.—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.
- Lib. Asst.—Library Assistant. 3s. Hugh Smith, Bishopsgate Institute, London, E. C.
- Lib. Assn. Rec.—Library Association Record. Single numbers, *2s. Whitcomb House, Whitcomb St., Pall Mall East, London, S. W.
- Lib. J.—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. Occurrent.—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.
- Lib. Work.—Library Work. 50c. The H. W. Wilson Company, Minneapolis, Minn.
- Lib. World.—Library World. 6s. 6d. Library Supply Co., 181 Victoria St., London.
- Minn. Pub. Lib. Com. Notes.—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.
- Neb. Lib. Bul.—Nebraska Library Bulletin, Nebraska Public Library Commission, Lincoln, Neb.
- N. Y. Libraries.—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- News Notes of Cal. Lib.—News Notes of California Libraries, California State Library, Sacramento, Cal.
- Ohio State Lib. Bul.—Ohio State Library Monthly Bulletin, Columbus, Ohio.
- Penn. Library Notes.—Pennsylvania Library Notes, Pennsylvania Free Library Commission, Harrisburg, Pa.
- Pub. Lib.—Public Libraries. \$2. Library Bureau, 156 Wabash Ave., Chicago.
- *Rivista d. Biblio.—Rivista delle Biblioteche e degli Archivi. l. 15. G. Biagi, Via de' Robbia 60. Florence.
- Vermont Lib. Com. Bul.—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wash. Lib. Bul.—Washington Library Association Bulletin, State Library, Olympia, Wash.
- Wis. Lib. Bul.—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.
- Zentralblatt für Bibliothekswesen.—Zentralblatt für Bibliothekswesen. m. 15. Otto Harrassowitz, Leipzig.

* We are indebted to Mr. F. G. Axtell, Librarian of Macalester college, St. Paul, for translations and digests of the articles in Boekzaal, For Folke-og Barneboksamlinger and Rivista delle Biblioteche e degli Archivi.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current Library Literature

April to June, 1910

American library association.

History and aims. Chalmers Hadley. Educ. Bi-Monthly. 4: 293-5. Ap. '10.
Stranger at A. L. A. Pub. Lib. 15: 188-9. My. '10.

Art galleries.

Triple alliance: the public library, the public museum, and the public art gallery. H: D. Roberts. Lib. Asst. 7: 182-91. Jl. '10.

Art libraries.

Ryerson library of the Art institute. M. Van Horne. Educ. Bi-Monthly. 4: 290-2. Ap. '10.

Bibliography.

National bibliographies. R. A. Peddie. Lib. World. 12: 379-80, 424-6, 459-67. Ap.-Je. '10.

Binding and repairing.

Commercial bookbinding. G: A. Stephen. 59pp. W. J. Stonhill and Co., Lond. 2s. 6d. net. Review. Lib. Asst. 7: 154-5. My. '10; Lib. J. 35: 222-3. My. '10.

Mending and repair of books. M. W. Brown. 15c. A. L. A. Pub. Board. '10.

Notes on book binding. A. Zöllner. Bibliothekar. 1: 83. D. '09.

Paper and binding of recent lending library books. Pub. Lib. 15: 192-3. My. '10.

Some notes on binding. G: F. Bowerman. Lib. J. 35: 258-9. Je. '10.

Notes on this article are given under the heading Pamphlets.

Specifications for library bookbinding. E: C. J. Hertzberg. Lib. Occurrent. 2: 135-7. Je. '10.

Book buying.

How to choose editions. W. E. Foster. N. Y. Libraries. 2: 85-92. Ap. '10.

"The six points of selection are the following, and they are named in the order in which they should stand: (1) Text (whether unabridged or not), (2) editor, (3) size, (4) type, (5) paper and ink, (6) binding."

Book sales.

Perpetual "best-sellers." E. T. Tomlinson. World's Work. 20: 13041-5. Je. '10.

Book selection.

Books about America in foreign languages; compiled to aid in the selection of books for foreigners. A. L. Holding. N. Y. Libraries. 2: 92-8. Ap. '10.

Initial stock of a public library. T. E. Turnbull. Lib. Asst. 7: 118-23. Ap. '10.

"To select books on all subjects from one's own personal knowledge, is fraught with great danger. Yet is this same personal knowledge, the possession of which distinguishes the scientific librarian from his less able brother, of the utmost importance. It is of use in qualifying, extending, and modifying the suggestions of 'guide-books to books,' or of friendly recommendations, in such a way that the needs of one's 'clientèle' will be more readily met, and their requirements satisfied with greater success and exactitude. Apart, then, from this most desirable individual equipment, the available aids may be roughly divided into 'literary' and 'personal.' Of the former, Sonnenschein's 'Best books' and 'Reader's guide' (of which a new edition will shortly be issued) will be found indispensable, whilst Sergeant and Whishaw's old, but useful 'Guidebook to books' and Robertson's 'Courses of study' should be remembered as amongst the best general guides to literature. The 'Catalog' of the American library association is also to be recommended, if the fact of its strong American bias be constantly kept in mind. As regards guides to special subjects, the librarian of to-day, if not ideally situated, is certainly in a greatly superior position to his predecessor. He is able to consult works authoritatively written from his own standpoint, on the selection of fiction, history, the fine arts, economics, the classics, music, etc., and he should make the fullest possible use of them. In all moderately large towns gentlemen well known for their interest in certain subjects would gladly revise any list of books on their particular subjects submitted to them. Additions might, of course, be invited, but I contend that a list, it may be only a skeleton list, should be provided by the librarian as a groundwork for the specialist. The choosing of books by means of reviews in periodicals, altho universally practised is in some respects but an unsatisfactory expedient. The method can never be a perfect substitute for personal examination, whether by the librarian himself or by expert assistants, for one can in no case be sure of the absence of bias, prejudice, or impartiality in some form, in a book review."

On selecting economic literature. W: H. Price. Wis. Lib. Bul. 6: 57-69. Je. '10.

Includes a "list of titles likely to prove helpful in commencing or building up" a collection of books on economics.

Tentative selection from the books of 1909. N. Y. Educ. Dept. Bul. 469: 1-60. Ap. 15, '10.

Bookbinding. See Binding and repairing.

Bookplates.

Marks of book ownership. G. Hennig.
Bibliothekar. 1: 45-6. Ag. '09.

Books, Care of.

Formulas for cleaning books. E. F. Pur-
till. Lib. Occurrent. 2: 140-1. Je. '10.

"Mud stains or finger marks can generally be removed by spreading a layer of white soap jelly evenly. 30 to 40 minutes for mud, 2 or 3 hours for finger marks. This jelly may be made by dissolving ivory or any white soap. Remove with sponge dipped in hot water, for stains. For muddy pages, first rub with dry cheese cloth to take off the loose mud, then rub the leaves with a damp cloth. To remove grease from paper, make a paste of fuller's earth (pipe clay) and cold water. The paste should be as thick as ice cream. Lay on stain gently without rubbing in. Leave over night. It will be dry by morning. Brush off. If stain is too old to have disappeared, renew the process. To remove grease or oil stains, ether or gasoline may be used. Pour freely in a circle around the spot, narrowing the spot gradually until the stain is covered. Then apply warm (no hot) iron thru a blotting paper. Use only in a ventilated room. . . . To restore a fresher look to volumes scuffed, spread thickly with wet starch, to which a little alum has been added. Apply with leather glove or piece of leather, or cheese cloth. Rub off with soft rag, polish with palm of hand. Bread crumbs will clean leaves to some extent."

Books, Censorship of.

Censorship of books. E. Gosse. Liv. Age.
265: 131-8. Ap. 16, '10.

Libraries censorship. C. Tennyson. Con-
temp. 97: 476-80. Ap. '10.

Booksellers.

Books and bookstores in Europe and
America. H. Münsterberg. (In Ameri-
can problems. p. 177-91)

Branch libraries.

Reference work in a branch library. E.
Witham. Lib. J. 35: 206-7. My. '10.

Buildings.

Howard university Carnegie library. Lib.
J. 35: 263-4. Je. '10.

Ventilation of a library. R. C. Taggart.
Lib. J. 35: 253-5. Je. '10.

"Some of the rooms in a library require more air than others, and in these cases especial consideration should be given to the matter of proper ventilation. The children's room in a library, after school hours, is one of the rooms that is often found most densely crowded. Reasonably good ventilation is demanded in schools, and yet school children may be found in the more densely crowded library rooms, where they stay for protracted periods without any sort of adequate ventilation. . . . The reading rooms in the evening are also rooms which are well filled and often crowded. These rooms offer to many people a place of opportunities which can be secured nowhere else. The reading rooms should be made attractive in every way. They are a public benefaction, and one of their most attractive features should be fresh air. . . . Fans should be used in the average library building for the ventilation of such rooms as lecture rooms or in other cases where the occasional required use of the fan will not by its cost of operation lay too much of a burden upon the running expense of the library. Many librarians have gained the idea that good ventilation in cold weather cannot be secured without fans. This is a mistake. First-class ventilation in well filled rooms

without fans is entirely possible. It is not only possible, but it has been installed in many buildings, more particularly in the case of hospital buildings of the isolated pavilion type. Ventilation without fans in tall buildings may take so much of the floor and wall space for flues as to become impracticable. In buildings of moderate height, however, such as is the condition in the ordinary library building, ventilation without fans is entirely feasible. There are several important elements in such installations. The ventilating apparatus should be arranged to be cleanly. In the ordinary ventilating equipment, the ventilating apparatus is itself a dirt collector. How many librarians know what they have in their basements? How few librarians would not protest, if they did know? . . . In some buildings the plans of the ventilating apparatus appear in the aggregate like a collection of worms. This is wrong. All horizontal ducts should be large. They should be similar to corridors thru which a person can walk and which can easily be kept clean. . . . Where the air, which is to be heated, is brought from out-of-doors, it is usually carried thru ducts or flues. It is better not to use flues, but to bring the air directly into chambers in which the heater is located. These rooms will act as dust settling chambers. The bottoms of the indirect heaters should be left entirely open, so that all that is required in the way of hoods or casing is a hood directly above the indirect heater, with a short connection to the vertical flue. A large door into the hood should be provided and placed so as to be readily opened. There should be a cold air as well as a warm air opening to each vertical air supply flue, when the library rooms require ventilation. This allows a mixture of the cold and warm air to pass to the rooms in moderate weather, when a mixture is required in order to lessen the temperature without lessening the quantity of the air. . . . The bottom inlet to the vertical air supply flue is the place to which dirt in the vertical flue will fall. This inlet should be left entirely open. The dirt may then be readily seen and easily removed. These cold air chambers should be rooms which can be easily cleaned. They should be finished smoothly on the inside. There should be both a bottom and a top vent outlet from the ordinary room, but in all cases the lower vent outlet should be an open enamelled outlet box. Dust in all vertical flues will then fall to this open vent box, where it can be easily seen and readily removed. This question of cleanliness is one that has its application even when the most elaborate air cleaning devices are installed. The best of the air cleaning devices can only remove a percentage of the dust and dirt. Some are sure to collect in the flues and ducts if the apparatus is designed so as to be a dirt collector. Air-cleaning devices will also themselves become foul, if they are not given attention, and the attention required by many of these cleaners is often more than can be expected from the ordinary engineer. Where fans are not used, it may be impractical to install air cleaners or air filters, so that proper cold air settling chambers are especially desirable and should certainly be installed. No ventilating equipment should be designed whose efficiency will be decreased by the opening of windows. An idea has gone forth that windows cannot be opened without interfering with the operation of the ventilating equipment. This is an error, and is caused only by a mistaken judgment or an incorrect design of the ventilating apparatus."

Catalog cards.

Printed series cards for public docu-
ments. A. C. Tilton. Pub. Lib. 15: 181-4.
My. '10.

Cataloging.

Anglo-American joint code of cataloging
rules, 1908. G: R. Bolton. Lib. World.
12: 382-90. Ap. '10.

Cataloging—Continued.

Change of name of corporate bodies: a suggestion for the cataloger. T. F. Currier. Lib. J. 35: 202-5. My. '10.

Outline for recataloging a library. H. P. Sawyer. Wis. Lib. Bul. 6: 78-9. Je. '10.

Catalogs.

Catalogs of the Bodleian library, Oxford. T. W. Tuck. Lib. World. 12: 413-8, 447-52. My.-Je. '10.

Different kinds of catalogs. Bibliothekar. 1: 47-8. S. '09.

New scheme for card catalogs. L. N. Feipel. Lib. J. 35: 205-6. My. '10.

It is proposed to economize efforts on the part of the user as well as the maker of a card catalog by omitting duplication of headings for entries under the same heading. This is to be done by filing the standard size card containing the heading after all the entries under that heading, these to be on cards which have been decapitated by so much of the card as is ordinarily used for writing in the heading.

Time-saver in the Johns Hopkins university catalog department. M. L. Raney. Lib. J. 35: 256-8. Je. '10.

The multigraph for duplicating cards has worked satisfactorily.

Catalogs, Printed.

Are printed catalogs desirable for open-access libraries? J. D. Young. Lib. Asst. 7: 123-9. Ap. '10.

"The most natural guide to a collection of books should be another book, one of themselves. Anything except a book has somewhat of the appearance of an interloper; it is a foreigner, a piece of strange material thrust into the general scheme of the place and not fitting very well there. . . . The quiet tranquillity of one's own chamber is the natural place for study; and I am of opinion that a necessary part of study is the calm perusal and contemplation of the literature of the subject under consideration. A hasty glance in the card catalog at the library is no adequate substitute for this. . . . The expense of a printed catalog may easily be overestimated. Much of the initial outlay is recouped by its sale. Frequently the real cost is not more than 25 per cent of the initial outlay."

Printed catalog as an aid in publicity. N. Y. Libraries. 2: 83-4. Ap. '10.

Children's department.

Children's libraries. R. S. Bibliothekar. 1: 69-70. N. '09.

Critical moments in the children's room. Esther Straus. Lib. J. 35: 147-9. Ap. '10.

Reading is only one of the many influences that environ a child, and the children's librarian should seek to correlate the work of the library with his environment. Children's tastes in reading should be studied by noting their spontaneous expressions of interest and opinion. The librarian's best implement for meeting demands is an intimate knowledge of the books in the children's room. The most significant influence on the reading of a child is the school, the home, the bill-boards, the theater, and the opinion of playmates all count. The supplementary reading required for the schools can be prepared for in advance of the call for it by consulting teachers.

Crumbs of comfort to the children's librarian. E. P. Underhill. Lib. J. 35: 155-7. Jl. '10.

In an American children's library. Ernst Schultze. Bibliothekar. 1:10-2. My. '09.

The first children's library in Germany was established in Hamburg in 1909. Children's libraries are found all over the United States. Perhaps the best one is in Buffalo. Children are more quiet and polite in American libraries than in German libraries. There is complete understanding and confidence between the children and their librarians. The rooms are beautifully and appropriately decorated with pictures and plants.

Work with children at the colored branch of the Louisville free public library. R. D. Harris. Lib. J. 35: 160-1. Jl. '10.

Work with children from institutions for the deaf and dumb. A. C. Moore. Lib. J. 35: 158-9. Jl. '10.

Children's museum.

Children's museum in Brooklyn. M. S. Draper. Lib. J. 35: 149-54. Jl. '10.

The aims of the museum are:—"To employ objects attractive and interesting to children, and at the same time helpful to teachers, in every branch of nature study; to secure an arrangement at once pleasing to the eye and expressive of a fundamental truth; to avoid confusion from the use of too many specimens and the consequent crowding in cases; to label with brief descriptions expressed in simple language and printed in clear, readable type." Groups of animals, insects or birds that children read about are placed where they will attract attention. Living animals and plants are kept in many of the rooms. The most attractive room to the younger children is the history room where charts, implements and dolls represent scenes and types. Geography is represented by miniature homes of primitive and other people. The library contains about 6,000 volumes. This is a careful selection of the best recent books on natural history in its broadest sense, and is not confined to children's books. It aims to provide books of reference for the museum staff, to furnish information to visitors, about specimens, models, or pictures in the museum, and to offer carefully chosen books on almost all the subjects of school work.

Children's reading.

Crumbs of comfort to the children's librarian. E. P. Underhill. Lib. J. 35: 155-7. Jl. '10.

Juvenile court and Cleveland public library. R. C. Gymer. Lib. J. 35: 159-60. Jl. '10.

Circulation of books.

Decrease in the circulation of books; symposium. Pub. Lib. 15: 292-4. Jl. '10.

Mr. Legler of the Chicago public library says:—"No concern need be felt on account of the decreased circulation uniformly reported by librarians thru their annual statistical summaries. . . . If the libraries can show an increase in the number of readers, whose cards are active, they are meeting the actual test of usefulness better than by means of large circulation figures. . . . In years of plenty when prosperity affects the leisure period of people's daily life, naturally time that can be given to reading is more limited than when they have nothing to do and time hangs heavily upon them. In this respect library circulation statistics constitute a fairly good trade barometer. The second and other important cause for the decreased circulation may be attributed to the surprising multiplication of nickel theaters, which number their patrons by the thousands nightly, in every city, and have proportionately large audiences

Circulation of books—Continued.

even in the smallest places. Were statistics as to these available, unquestionably the results would be surprising as well as significant. Properly regulated the cheap theater could be made a potent educational agency. Unrestricted it may become a more serious menace in degrading the ideals of young people than the flood of harmful literature which the public libraries are seeking to countervail thru their resources, and their methods for rendering these resources attractive."

Classification.

Classification: Class N, fine arts. Library of Congress, 1910.

Classification: Class R, medicine. Library of Congress, 1910.

Dewey decimal classification after thirty years. Bibliog. W. C. B. Sayers. Lib. Assn. Rec. 12: 314-34. Je. '10.

The edition of 1899 is entirely inadequate to modern demands and a new edition is in progress. Particular attention is to be given to modernizing the divisions of science. The scheme is vulnerable and illogical in many places, but not fatally so. It is easily modified and expanded.

Some suggestions on the classification of technology. Lib. Asst. 7: 146-8. My. '10.

Clippings.

New encyclopedia, P. P. Foster. Pub. Lib. 15: 236-7. Je. '10.

Practice versus theory—a reply to Mr. Dickinson. E. F. McCollough. Pub. Lib. 15: 186-7. My. '10.

"Most libraries duplicate for circulation, the leading magazines. Those which are not duplicated are usually obtainable for the asking. People are always glad to give away what they do not want themselves. In the average American family, magazines accumulate with terrifying rapidity. A single advertisement in the daily paper will usually precipitate upon the library an avalanche of periodical material. To be sure, much of this material will be useless. But even so, there will be a great deal of value. In case only one magazine of a certain issue is at hand, and in that single magazine is a page upon both sides of which are printed two equally valuable articles, supply and demand will usually determine which article shall be preserved. . . . As for the expense for filing devices: pamphlet boxes are very cheap. So are filing cases. There are at least three libraries where filing cases, having a capacity of from 8,000 to 10,000 mounted clippings, cost from \$32 to \$50, the difference in cost depending upon the difference in construction. Filing clippings under subject headings is largely a duplication of the work done by the 'Reader's guide.' By following such method cross-references are also necessary. These add materially to the cost. However, if the clippings are classified according to the Dewey classification, a logical arrangement is had and cross-references are not necessary. This classified arrangement is made easily accessible to the person of ordinary intelligence by filing at the beginning, the index to the D. C."

Clubs and libraries.

Work of the factory girls' clubs, Dayton, Ohio. Lib. Occurrent. 2: 133-5. Je. '10.

College libraries.

Catalogs of the Bodleian library, Oxford. T: W: Huck. Lib. World. 12: 413-8, 447-52. My.-Je. '10.

Cooperation.

Symposium on coordination or affiliation of libraries. Lib. J. 35: 103-8, 195-8. Mr. My. '10.

County extension.

New county library system of California. E. Bruncken. Pub. Lib. 15: 226-9. Je. '10.

"The framework of the county system is very simple. Just as an incorporated city may maintain its municipal library, so each county may, if it chooses, establish a county library. As the city library may have its branches, so the county system will have its branches in various parts of the county, its deposit stations, its delivery automobiles that may bring the books to the very doors of the inhabitants. By a special provision, the libraries now maintained by the school districts may be made branches of the county libraries. These school libraries are at present notoriously inefficient, for reasons obvious to every librarian. By becoming branches of the county system, their readers will at once gain access to the entire stock of books contained therein, instead of the trifling collections they now possess. It is expected that gradually the libraries of the cities, especially the very small incorporated towns, will find it to their advantage to become branches of the county system, not only on account of the greater choice of books, but also for the expert administration which the small libraries are themselves unable to pay for. In the meantime, the county librarian is authorized to render to municipal libraries within his county all possible assistance, which in practice will mean an interchange of books, aid in cataloging, co-operation in purchasing and the like. . . . The law does not provide for a board of trustees. The view is spreading among librarians in California that a board of trustees is no more necessary for the library than for any other branch of public service, the engineer or the treasurer, for instance, and often becomes a serious hindrance to efficiency. The other feature is the qualifications demanded of the county librarian. For the present he must furnish a certificate of competency from the state librarian or the librarians of either of the universities. As soon as a state system of certificates shall have been established, that will take the place of this temporary provision."

New county library system of California.

H. E. Haines. Pub. Lib. 15: 294-5. Jl. '10.

"So far, the law as a whole has not been put into operation; what has happened has been the acceptance by a number of libraries of a single clause (section 12) which provides for the establishment of county libraries under a method distinct from the scheme of the law as a whole. According to this clause a public library may enter into a contract with the county supervisors to perform the functions of a county library, in return for which it receives an appropriation from the county funds under certain obligations to report upon its work. It is under this 'contract clause,' as it is called, that the libraries now operating as county libraries are acting; acceptance or approval of the law as a whole by the librarians of the state is quite unlikely and their attitude toward it is evident in the resolution passed at the recent meeting of the California library association at Long Beach, which urges the amendment of the law."

Disinfection.

Are books carriers of contagion? Bibliothekar. 1:50. S. '09.

Encyclopedias.

Hidden poison. R. Franz. Bibliothekar. 1:29-30. Jl. '09.

A warning against certain biased and unscholarly works.

tations.

ing of library assistants: a neglected
ect. W. Powell. Lib. Assn. Rec. 12:
-73. Ap. '10.

on this article are given under the
Librarians and assistants.

modern novels; a classified list of
ty-five hundred of the best modern
els that are in active use in the pub-
libraries of the United States. W:
Borden, comp. '10.

is a list of the novels on the 'Classi-
ves of the Young Men's Institute of New
Conn., that have been in active circu-
uring the past two years. It is publish-
two distinct purposes: To assist li-
in classifying their fiction, should they
do so, and also to furnish them a list
novels, arranged as most people think
is, by subject matter or by type. . . .
t part, if not the greater part, of the
read is the new novel, the best seller,
est thriller. Why? Not because it is
ter than the novel published ten years
t is not so good as those published
at are still being read. But it is the
vel the average reading public knows
hat it has not already read. The list
outcome of an attempt to so arrange a
bly large number of really good novels
is same 'average reading public' would
ly feel assured of their quality, but
also know, at a glance, just what kind
ory would be found behind the title on
k. In the Institute, this subject classi-
of fiction has resulted in a large in-
in the circulation of these hitherto un-
novels, and a corresponding decrease in
mand for the one published yesterday.
process of working out a practical classi-
of fiction it was found expedient, in
a library, to leave unclassified the works
ain well-known authors, unless we had
tes, as our readers had become ac-
ced to looking for them on the alpha-
shelves."

line in the reading of fiction. W.
B. Sayers. Lib. World. 12: 453-5. Je.
'10.

s not so much that the fiction writer
ay is a bad writer—from the technical
of style and strength I imagine he is
than ever he was—but the line of de-
tion between fiction and non-fiction grad-
rows fainter; in fact the novel in the
ise of the word is dying out."

school libraries. See School libraries.

ss.

erican newspaper index. P. P. Fos-
r. Pub. Lib. 15: 240-1. Je. '10.

ing.

ixing and other unorganized forms of
rary work. J. E. Elliott. Lib. J. 35:
8-201. My. '10.

lation.

respecting public libraries and art
hools. Ontario—Legislative assembly.
18. '09.

rians and assistants.

rary and the librarian. E. L. Pearson.
150. Elm tree press. '10.

Library work as a career—assistants, their
salaries and chances of promotion: a
practical suggestion. W. G. Snowsill.
Lib. Assn. Rec. 12: 153-62. Ap. '10.

"While we are indebted to the Association
for its zeal and labours in the cause of the
education of the library assistant, it cannot
be wholly acquitted of blame for not making
greater endeavours to improve his financial
position. . . . It appears that there are six
or seven thousand library assistants in Great
Britain, of which only 174 receive a salary of
£120 or more per annum. There are also 450
chief librarianships; if to these are added the
few librarianships and assistantships to which
a salary is attached above what may be con-
sidered a living wage, we reach the meagre
total of 624 positions that may be said to be
worth striving for. This works out at about 7 or
8 per cent. Over 90 per cent. must either be
contented with their lot, or seek employment
in another profession. The lesson suggested
by these figures fully explains the discontent
that exists among library assistants with their
financial condition. Is it to be expected that
an assistant will readily sacrifice his scanty
leisure studying for the library association ex-
aminations, when all that we have to offer him
as a reward for his labours is a remote possi-
bility of securing one of 624 positions as they
become vacant? . . . The majority of those
who use the public libraries are quite unaware
of the low salaries paid to the assistants. When
they learn that their guide, philosopher and
friend in the world of books receives only
twenty or twenty-five shillings a week, I am
sure he falls in their estimation. Such is British
Philistinism, and we have to reckon with it.
To educate the assistant is not enough. His so-
cial status must also be raised, and this can
only be done by paying him an adequate salary,
otherwise his influence over those with whom
he comes in daily contact will not be increased.
It is a sorry spectacle—that of an educated
man struggling to keep up appearances on a
salary hardly sufficient to procure the bare
necessaries of life. . . . Will the removal of
the rate limit solve the problem? I do not
think that is at all probable. When you have
succeeded in getting a bill thru parliament
the borough councils have to be considered;
and those who think that these bodies, if we
may judge by their present attitude, are like-
ly to exceed the penny rate, must be gifted
with optimistic temperaments. They do not
feel justified in using the powers they already
possess. The museums rate would, in many
districts, give much-needed relief. But the
burden of local rates presses so heavily that
it is very rarely imposed. Should, however,
the rate limit be exceeded, and library au-
thorities in possession of ample funds, would
they apply any portion of them to raising the
salaries of the staff? Unfortunately we know,
from experience, that in most instances the
money would be devoted to the erection of
additional buildings. . . . I suggest that we
persuade borough councils to transfer senior
assistants who are approaching or have reach-
ed their maxima, to the vacancies as they
occur in the town clerk's, borough engineer's,
finance or public health departments at the
salaries they are receiving at the time of
transfer. I, of course, only refer to those
assistants who have signified their intention
not to remain in the profession. To transfer
juniors will not meet the case, it is beginning
at the wrong end. But we get to the root
of the matter in dealing with the seniors. This
is the very essence of the scheme. When they
are promoted to clerkships at the town hall,
the vacancies created in the library staff are,
of course, filled by the juniors. This method
of dealing with the problem cannot be called
a bold innovation, for it has been already
adopted in isolated cases. I propose to ex-
tend and systematize it."

Old librarian's almanack. G: E. Wire.
Pub. Lib. 15: 193-5. My. '10.

Librarians and assistants—Continued.

Our next of kin. M. E. Robbins. Pub. Lib. 15: 184-6. My. '10.

Librarians take too little thought for those who are to come after them. Record should be made of library facts, events and methods for those who succeed us. We also should "pass on to the library profession of the future all that is best and most helpful from our own professional experiences and accumulations. There are two very obvious ways of doing this; first by the recommendation for positions of librarians now in the profession; second by suggestions to young men and women who are deciding upon their future occupations. . . . There has never been a time when the outlook in the library profession was brighter. People are recognizing that to be a librarian, and a good librarian, is worth while. The scope of work is broadening and becoming more varied, and the end is not yet. There are possibilities for more 'types' of workers. The salaries are about on a level with those of teachers and college professors, and brain workers must either make a more united effort to rouse public sentiment to their needs, or learn to consider that other than money considerations enter into the question."

Prospects of the library assistant. R. W. Henderson. Lib. World. 12: 455-9. Je. '10.

"The abolition of the penny rate must come. The year which sees this reform will mark a new era, not only in the library world, but in the life of our nation. Surely this is something which every librarian and his assistants should be working for with every ounce of energy they have. The work of the library is increasing yearly. The responsibility is increasing as rapidly, and we are perfectly justified in asking for a little more to enable us to keep pace with our developments. . . . There should be one, and only one educational authority in each town. That is, the library committee should be under the direct control of, or actually be, the education committee. Let this be done, and the funds necessary be taken from one rate raised for educational purposes. . . . Then as to the employment of women. . . . They may be just as capable as men, and do their work as thoroughly. But this is not our point. They are at present forcing men from their posts, because they accept lower wages. If they do the same work as men, if they have the same responsibility and the same worry and anxiety, why shouldn't they have the same pay? There is no logical reason why they should not. We must insist that men and women must have the same remuneration for the same work done. This is the only solution to the problem. The choice of a person to fill a post would then resolve itself into a matter of merit, pure and simple, and if the men were displaced, they would have themselves to blame."

Should library assistants be apprenticed; a note. W. C. B. Sayers. Lib. World. 12: 419-21. My. '10.

Training of library assistants: a neglected aspect. W. Powell. 12: 163-73. Ap. '10.

"To some assistants the examination scheme may even become a danger, because there is a liability to think, that having passed thru its stages they have acquired every quality that is desirable or possible in the successful librarian. Which section, I would ask, impresses upon the student the fact that judgment and tact are most essential qualities, and that like all other qualities, they require training? To my mind, it is quite conceivable that a young man may even exchange these qualities for swelled head as the result of the acquisition of certificates. Again, the assistant may

have 'satisfied the examiners' in section VI, but be very much lacking in business ability; he may not be wide-awake to the supreme importance of attention to detail in every department of the work; he may be an admirable worker himself but lack the ability to make others work; he may be weak in his use of reference books, that is, in his search for information. In general, he may get his diploma, but be mighty short of common sense, and if he has to go short of one, I am not at all sure that he would not be better without the diploma. . . . I suggest the frequent lack of general business capacity. I do not suggest that the assistant will not know that he has to keep certain books, such as statistical books, petty cash books, wages books, etc., but I do suggest that there are ways and ways of keeping them."

Women librarians. E. S. Fegan. Lib. Assn. Rec. 12: 224-6. My. '10.

Libraries.

See also Art libraries; Branch libraries; Municipal reference libraries; Prison libraries; School libraries; Small libraries; Special libraries.

Central libraries. G. Hennig. Bibliothekar. 1: 17. Je. '09.

City library as a business investment. C. McCarthy. Nat. Conf. City Govt. 1908: 317-27.

"Let us have an institution where dearly bought experience can be collected, so that we won't make the awful mistakes that we have been making, not merely thru corruption, but through ignorance and lack of information. Let us pursue in our library, in our store-house of knowledge, the similar methods that we would in ordinary business. Let us make our city library, not only a beautiful place—a home for our children, our women, and our young men, but let us make it the best paying proposition that the city has. You convince your business men of the city that your library is a business institution, saving time and money. If they understand this, they will go down deep into their pockets and see to it that you will have everything that you want in that library. If you want stained glass windows and beautiful books and ornaments for your library you will get them and nothing will be said if you show them that you are saving them money, so that it is not only, then, from a point of business, but also from the point of political expediency, to your interest, to establish departments of this kind and keep up with the great interests of to-day."

Library in Utopia. H. W. Checketts. Lib. Asst. 7: 191-4. Jl. '10.

Some famous libraries. Harp. W. 54: 29. Je. 4, '10.

Triple alliance: the public library, the public museum, and the public art gallery. H: D. Roberts. Lib. Asst. 7: 182-91. Jl. '10.

What must a working people's library do? S. Koperbe. Bibliothekar. 1: 31-2. Jl. '09.

England.

Catalogs of the Bodleian library, Oxford. T: W: Huck. Lib. World. 12: 413-8, 447-52. My., Je. '10.

France.

Librarians of the Royal library at Fontainebleau. Frank Hamel. Library, n. s. 1: 190-9. Ap. '10.

Libraries—Continued.**Germany.**

Development of the central labor library in Harburg a. E. B. Fischer. *Bibliothekar*. 1: 13-4. My. '09.

Germans are prone to specializing. Various trades and associations establish little libraries that can neither live or die. These libraries should be assembled in a general library with a centralized management.

Open library and reading room in Berlin. H. Jahn. *Bibliothekar*. 1: 27-9. Jl. '09.

Nova Scotia.

Public school libraries of Nova Scotia. W. M. Hepburn. *Pub. Lib.* 15: 229-33, 279-83. Je.-Jl. '10.

United States.

American public library. A. E. Bostwick. 394p. Appleton, N. Y. \$1.50 net.

"This book is intended for the general reader, especially for him who is unfamiliar with the general development of the public library in this country; for the librarian, who will see in it little that is new, but possibly a grouping of facts and a mode of treatment that may be suggestive, or at least interesting; for the young library assistant, to whom it may be of help in assimilating the unfamiliar facts and methods that are daily thrust upon her; and for the student in library school or training class, who will find in it not an exhaustive treatise on library economy, but rather a bird's-eye view of the subject." It contains a history of the library movement and many chapters on the details of library methods.

Annual state aid to libraries in Vermont. M. M. Wilson. *Vermont Lib. Com. Bul.* 6: 2-3. Je. '10.

John Crerar library. C. J. Barr. *Educ. Bi-Monthly*. 4: 301-8. Ap. '10.

Library statistics of Michigan, 1909. Mich. Lib. Com. Report. 10: 60-84. '09.

Modern library movement. H. L. Dickey. *Educ. Bi-Monthly*. 4: 321-3. Ap. '10.

Newberry library. W. N. C. Carlton. *Educ. Bi-Monthly*. 4: 296-300. Ap. '10.

Statistics of free public libraries of Massachusetts, 1908-1909. Massachusetts Free Pub. Lib. Com. Report. 20: 79-91. '10.

Statistics of libraries in North Carolina. N. C. Lib. Bul. 1: 28-9. Je.-Ag. '10.

Statistics of public libraries in Minnesota. Minn. Pub. Lib. Com. Notes. 3: 2-3. Mr. '10.

Thomas Bray and the parochial libraries of Maryland. G. Smith. *Lib. Assn. Rec.* 12: 242-60. My. '10.

Twenty-five years' retrospect and a twenty-five years' forecast of library activity; symposium. Lib. J. 35: 243-53. Je. '10.

Wales.

National library of Wales. J. Ballinger. *Library*, n.s. 1: 113-43. Ap. '10.

Libraries, Private.

In a library corner. A. H. Joline. (In *At the library table*. p. 44-66)

Libraries, Use of by the public.

Man and his book. W: F. Seward. *Pub. Lib.* 15: 273-5. Jl. '10.

"The library's initial policy was to popularize the library; to make it known to every man, woman and child in town; to attract as many people as possible to the library by means of exhibits and lectures. Lectures on history and travel, with lantern slides, crowded the assembly hall. Lectures on the local water supply; on cookery, with demonstrations; on electricity, with experiments, attracted to the library building hundreds of people who would not have come in response to an announcement of books. Reading lists, of course, accompanied the lectures. The varied exhibits in the art gallery also served a practical end in introducing the library and its resources. An industrial arts exhibit illustrative of the city's chief industries and showing processes and raw materials, and naming countries of their importation, as well as the finished product, drew a great attendance of men and was distinctively an exhibit for labor and the wage-earner. . . . This library began by installing a small collection of carefully selected books on technical subjects. The librarian spoke before the central labor union, told them of the resources of the library and invited them to visit the building and meet the trustees and staff. Later when a citizens' library book fund was started, the labor unions were among the first to respond. A year later the central labor union endorsed an appeal to the common council to increase the library's income because the library helped labor. The appeal was heeded, and the increase has been made permanent. The library has on its unpaid staff the trained men and experts in the various trades and crafts (many of them have their own technical libraries). They use the library's catalogs of technical books, the lists of the libraries whose collections of technical books are entitled to respect, the technical magazines. From these and their own knowledge and experience they make valuable suggestions for the purchase of books and when the books are bought, they recommend them to men in their shop or factory. Lists of technical books are manifold and copies sent—according to their nature—to the labor unions, to shops and factories, builders and contractors; merchants, chamber of commerce, Y. M. C. A. and Y. W. C. A. Sometimes these lists are annotated and always it is remembered that brevity is the soul of a technical list. . . . The library must use iteration and reiteration. Newspaper publicity helps. It is the greatest and most easily available agency for telling the entire community about the library. In Binghamton the library is as much a place of call for the newspaper reporters as the police court or the fire department houses. Our newspapers give the library, its annotated book lists, its lectures and its exhibits, etc., etc., about 120 columns of space a year. It is worth while for the library supported by public taxation (and which, like *Oliver Twist*, is always asking for more) to keep its public informed as to what is doing at the library. Information on technical subjects should be given by technical experts and the demands made by modern industrialism are not met by the university or library school, and it would be absurd to make technical work a part of library training. The Binghamton library has attempted a solution of the question by initiating a plan for library assistance in technical work. This plan was made possible thru the cooperation of public-spirited citizens, each man a highly-trained expert in some phase of applied science and a master of its theory as well as of its practice. This volunteer faculty in technical work included the principal of a school of industrial arts and his subject was architecture, carpentry and mechanical drawing. A former city engineer, an all-round technical man, at present manager of a factory employing the highest priced skilled labor, took the chair of mechanical engineering. The electrical expert of a manufacturing plant had electrical en-

Libraries, Use of by the public—Cont.

gineering. Our city engineer, a man of wide reputation in his profession, took civil engineering. A mining and civil engineer headed the department of applied mathematics. A chemist, an author, an expert authority of state reputation, accepted an appointment to the chair of biology, chemistry and physics. Here, then, was a group of experts and enthusiasts, every man keen and eager for the experiment. Lists of the library's books in the various departments of instruction were brought up to date and manifolded for the use of the classes. For the six classes a week there was a total enrollment of about 100, including men from the shops and factories, youths from the high school, and a few students who are taking a correspondence school course. It may be unnecessary to say that there was no fee or charge of any sort."

Reader and the library. L: H. Coburn.
Pub. Lib. 15: 219-23. Je. '10.

"That the library may in the fullest way serve the reader, larger privileges in the taking out of books need to be given. To take out at a time six or eight or ten books on one subject or for one purpose, means very much more than to take the same number consecutively. Why should not the minister take home an armful of books from which he can illustrate his sermon or address? Why should not the woman who is arranging a program for a club or D. A. R. meeting carry away a number of volumes to cull from? The books are made to be used, and they should go to those who can use them, and not be left to mold on the shelves. This need of allowing more books to be taken, if the standard and older part of the library is to be as useful as it should be, is recognized by many libraries. Some give student or non-fiction cards, and I have heard that in some cases the circulation of the library has been actually lessened by the additional cards, on account of the smaller proportion of fiction asked for. . . . There is one important class of the community which has been largely debarred from the benefits of the library, those who live remote from it in the country. The ordinary rules of one book on a card, to be exchanged in two weeks, are not well adapted to them. The traveling library, that interesting invention of someone who loved both books and people, is doing much for our scattered rural communities. Town libraries need to do more for those who live out of the village, either thru traveling district libraries, or by sending books more liberally into country homes. Why should not the farmer carry home with him six or eight or ten carefully selected books, including a bound magazine volume, the number to be proportional to the size of his family, to be brought back for exchange when he can conveniently come again to town? It might give new life to some young soul in that home, or new vision to some older one. Many city privileges are going into our rural homes of late, making them less isolated and narrow. We must see to it that library privileges reach there too. Cicero, in his beautiful tribute to literary studies, finished by saying, 'They are our companions in the country.' The up-to-date library system must make this good for every country dweller. . . . There are one or two things that the library cannot do, and need not try to do for its readers. It must not, of course, yield to the demand for cheap fiction. It cannot and must not try to supply the demand for the better class of current fiction."

Libraries and clubs. See Clubs and libraries.

Libraries and immigrants.

Books about America in foreign languages; compiled to aid in the selection of books for foreigners. A. L. Holding.
N. Y. Libraries. 2: 92-8. Ap. '10.

Use of the library by foreigners as shown by the Carnegie library of Homestead, Pa. W. F. Stevens. Lib. J. 35: 161-2. Jl. '10.

"It can hardly be expected that the library will have a marked influence on the 'grown ups' among the foreigners, but the influence over the children is most gratifying. In certain cases where the families were visited it was ascertained that the fathers and mothers listened eagerly to their children as they read aloud from their library books. This fact is interesting and becomes hopeful when it is observed that these children read mostly fairy tales, religious books, such as the life of Christ in one syllable, and United States history. It is safe to say that the reading of fiction by foreign children is less than the average. . . . In the public and parochial schools the library is able to benefit the foreigners by furnishing supplementary reading. In the second ward the primary room will begin the term with 50 pupils, not half a dozen of whom can speak English. By the time these scholars are in the second grade they are reading library books at least two days each week. They are taught that this is a 'privilege' to use the library books."

Libraries and schools.

Co-ordination of educational effort from the point of view of public libraries.
A. Mansbridge. Lib. Asst. 7: 141-6. My. '10.

"The contemplation of the purity and beauty of the domain of books makes men jealous for its sanctity, and I desire to submit that as guardians among modern institutions, public libraries by their position and work have the greatest responsibility. . . . Every effort of a library towards the popularisation of true literature lessens the power of the poisoners—use they picture postcards or printed pages. . . . There is little doubt that the public libraries will minister in the main for many years to the needs of poor scholars and people who work for wages. Ultimately they will not be regarded, as some are, as a kind of charitable institution, to be stimulated into being by private beneficence, but as much for rich and poor as a road is. . . . A library must undertake no educational work recognized as such by the board of education, unless the education authority, which must not formally disapprove, is either indifferent or unwilling. The specifically educational functions of the public library may be divided as follows. . . . Firstly, the library should undertake work appertaining to the development of public taste in printed documents and the satisfaction of the same. . . . It may be accomplished among other ways by (a) lessons to school children and students both on library premises, in school hours (when the books and apparatus need to be brought under requisition) and on school premises. The provision of school libraries arises out of this and may be met by joint charges, (b) Lectures on literature and literary subjects. Library talks are common, but a library should be free to organize university extension lectures, and under present conditions should be assisted financially by the education authority. . . . Secondly, the library should endeavor to place books under proper control in suitable institutions. The board of trade has established labour exchanges. It should be the duty of the library authority to see how far it can help waiting men to pass time profitably. Thirdly, it should provide (aided where necessary by the education authority) the whole apparatus essential to the studies of the district. To allow this adequately to be carried out there should be a central library, established by the government, containing every book likely to be required for the purpose, from which the libraries of the country could draw when necessary, and in order to reduce the cost there should be a special rate of postage for such books."

Libraries and schools—Continued.

Fourthly, there should be room provided for classes in the higher study of non-technical subjects and classes promoted where necessary, with the aid, if possible, of the education authority, but always subject to its formal approval.

Chicago public library and co-operation with the schools. H: E. Legler. Educ. Bi-Monthly. 4: 309-20. Ap. '10.

Library and the school. C. G. Leland and others. 50c. Harper. '10.

Travelling libraries for schools in New York city. Lib. J. 35: 162-3. Jl. '10.

What the library can do for the high school pupil. F. Hopkins. Mich. Lib. Com. Report. 10: 46-52. Same. Lib. J. 35: 55-60. F. '10.

What the library can do for the teacher. G. M. Walton. Mich. Lib. Com. Report. 10: 43-5. '09.

Library advertising.

Library advertising. B. B. Silverthorn. Vermont Lib. Com. Bul. 6: 5-6. Je. '10.

"A simple and effective way of advertising the library is the posting of plain placards stating the hours of opening, in the post office, the hotel, the railway station, and even the shops. . . . The local newspaper is always glad to keep the library and the people in touch by means of frequent or regular items concerning recent and interesting accessions to the library, references to current topics, finding lists on special subjects, and other notices of library activity. . . . Whether a library has a lecture room or not, lectures or informal talks may be arranged. These are always free and noted in the newspaper beforehand. In every town there are specialists who are usually willing to be pressed into service. Persons just returned from Europe are a gold mine, and they can illustrate their experiences with pictures and post cards. . . . The children's story hour is a good advertisement as well as a splendid activity. Curb your enthusiasm and do not have them too often or the stories too many or too long. . . . Exhibits in co-operation with lectures and special collections of books, or independent, are another feature of library advertising. . . . Circular letters to persons you especially desire to attract and are able to help, are effective. Grangers, club-women, teachers, Sunday school workers, business men, and house-mothers are some of them."

Library publicity. N. Y. Libraries. 2: 100-1. Ap. '10.

Library publicity thru the press. Pub. Lib. 15: 223-5. Je. '10.

"The bulk of copy from librarians put into my hands for editing, while I was in a newspaper office, outside of its amateurishness, was too much in the essay style, the woman's club paper sort of thing. To be a successful press agent one must have a wide and intimate acquaintance in newspaper offices. This the librarian can get by constantly visiting editorial rooms (not in rush hours), offering the staff the services of the library, with 'call me up whenever you want anything, Mr. Editor.' In other words, try to get the papers under obligations, and impress upon the newspaper man how you can help him, and how much you long to do so. . . . In most libraries the problem is how to reach the masses. Do it thru the newspapers that the masses read. Unfortunately these are the yellow journals (were conditions otherwise, the public library would not have as much reason to exist as it does to-day). I do not wish to help the circulation of unprincipled journals, but, on the other

hand, well-written articles will improve them, and thus may a library press agent be doubly useful with one article. Ergo, write for the papers which are read by those whom you seek to reach, and write in the style of those papers. . . . Learn how to prepare copy, and study the style of the paper thru which you seek publicity. All editors like well-written and interesting contributions, especially if they have not to pay for them. . . . Write with typewriter on one side of large-size paper. Number your sheets. Leave plenty of space between the lines and wide margins. In a newspaper story the order of facts is not chronological, but climax, causes, results, details. Use head-lines expressing action, which attract and compel reading."

Medical libraries.

Library associations and clubs.

Library work and the New York library club; symposium. Lib. J. 35: 243-53. Je. '10.

Medical library association: a few observations. H. M. Barlow. Lib. Assn. Rec. 12: 174-89. Ap. '10.

Notes on this article given under the heading Medical libraries.

Library boards. See Trustees.

Library buildings. See Buildings.

Library extension.

See also County extension.

Township library extension. E. Carter. Pub. Lib. 15: 175-80. My. '10.

Rural library service cannot be adequately rendered by traveling libraries sent out from a state center by a library commission. Township libraries have been established in Indiana with a view to reaching all the people. The law now makes possible a township tax of five tenths of a mill for the aid of the small library that is willing to extend its service to the township. Farm and village, city and country are being brought closer together. The library at Plainfield, Indiana has undertaken this township service. A committee with two country members devised a plan for promoting the use of traveling libraries.

Library legislation. See Legislation.

Library methods.

Changes in methods. T. Hitchler. Lib. J. 35: 244-7. Je. '10.

How to increase the use of the library. O. E. Bibliothekar. 1: 9. My. '09.

Members of a socialistic society may be induced to read the books in their own library by having printed catalogs distributed, and listening to library talks. Lectures should also be given to children. The children's literature is very good reading for adults.

Reading room methods. J. L. Evans. Lib. World. 12: 373-8. Ap. '10.

"The room should be so designed as to facilitate supervision—glass partitions being more desirable than solid walls. Wherever practicable, the exit should be within view of the staff. For passages between tables, ample space should be allowed—six to eight feet being a reasonable width where movable chairs are used. . . . Those papers exhibiting a decided leaning towards the 'catch penny' methods, so characteristic of the American press (and, in fact, constituting one of the chief objections to news-rooms in America) should be rigorously excluded. In a provincial reading room, the greatest demand will probably be for the local papers, and, in view of this, the librarian in the provinces should see that all noteworthy local papers are placed in the room,

Library methods—Continued.

In addition to these, there should be a representation of the London press. . . . No librarian should allow his own personal bias or partisanship to obtrude in the choice of the newspapers, as the public may not share his opinions, and, would, manifestly, have small cause for gratification if their own views and sentiments were ignored. A judicious selection will render such a state of affairs impossible. In addition to the foregoing, one of the more prominent Scotch and Irish dailies will probably be found necessary, and in certain localities (Liverpool, for instance) where a fair proportion of the population are Welsh, one of the Welsh weeklies should be provided. With regard to foreign newspapers, the best course to adopt (if there is any demand for foreign papers) is to take a French weekly, and also a German. These, containing a complete 'résumé' of the week's news, will be more likely to give satisfaction than the foreign dailies, which would unavoidably be out of date by the time they arrived. . . . Much that has been said regarding the newspapers applies equally to the magazines. Local circumstances must, to a large extent, guide the librarian in his selection, a residential district, for instance, requiring a set of magazines different from that suitable for a busy manufacturing town. . . . The technical journals should not be overlooked, as they are sure to be appreciated, especially in an industrial centre. Besides these, a number of the better class reviews—weekly, monthly and quarterly—and some of the illustrated weeklies might be taken. Finally, it will generally be found that a very considerable and heterogeneous batch of pamphlets and journals will find its way to the library, and, unless the reading room is to be converted into a dumping ground for everything in the way of 'fad' literature, a large portion of the donations must be treated as waste paper. . . . It will, in most cases be advisable to adopt the system now most in vogue—that of arranging the papers on slopes. Although this scheme detracts somewhat from the readers' comfort, it is more than justified by the excellent order it maintains, and the facility a reader is afforded in finding a particular journal. It also discourages laziness and loafing, and, furthermore, enables two or three people to consult a paper at the same time. . . . They should be so constructed as to form a convenient angle—neither too gradual nor too steep. A leaning rail is sometimes provided at the base of the slope, but this is a matter of opinion; some librarians consider it of value, others do not. At the same time it must be admitted that rails (running the entire length of the slopes) do protect the papers from being damaged by readers leaning against them. These rails may be of wood or metal, and, where used, care must be exercised to see that they are strongly secured in brackets, otherwise much trouble is likely to ensue. Three to six inches is considered a reasonable distance between the slope and the rail. The titles must, of course, be fixed over the papers, and for this purpose numerous devices are adopted. . . . The majority of present-day papers contain an abundance of 'news'—quack advertisements, police news, betting information, etc.—which, tending rather to degrade than to elevate, it is not the duty of library authorities to provide. That the need for the suppression of certain items of 'news' does exist, and is recognized, as evidenced by the 'blackening out' process which has been in vogue since 1893. The writer was of the opinion that the suppression should not be confined to the betting intelligence, but should be extended to numerous other items. It is impossible, owing to space limitations, to deal at length with the suggestions; consequently, a brief explanation of the fundamental ideas must here suffice. The papers are to be cut into columns, and any objectionable portions discarded, and the remainder subsequently pasted on strips of brown paper, and displayed on the slopes. Nor is this all. A definite scheme of classification was proposed, primarily with a view to saving readers from wandering from place to place in order to obtain re-

ports on any given topic. . . . There are various ways of displaying the periodicals, but that of fixing them to the tables appears as serviceable as any. By this means a logical order is maintained, and the neat appearance of the room preserved. Revolving holders are preferable, as they enable readers to consult more conveniently the double-page plates which appear in so many of the periodicals. . . . Another method is that of keeping the whole of the periodicals out of the room, and to supply them only on application. . . . The periodicals afford much scope for extension work. There should, of course, always be a list of the titles of the periodicals exhibited in the room, but in addition to this, a classified list of the contents has been found of great value. Then again, much might be done to bring the reading room into closer touch with the circulating departments by placing lists of books inside the cases of the periodicals. The librarian should ascertain what books the library contains on the subject covered by a certain magazine, and after a careful selection of these is made, the books should be cataloged and annotated. This done, a list of the entries should be typed from the cataloging slips, and headed with a notice something to the effect that: 'The following selection of books may be of interest to readers of this magazine. The volumes are available for home reading and consultation in this room, and may be obtained upon application. For other volumes of a similar character, please refer to the library catalog.'

Library schools.

Forecast of the next 25 years for library schools. M. W. Plummer. Lib. J. 35: 251-3. Je. '10.

"Law is law and medicine is medicine, but librarianship is called upon to cover the entire field of knowledge. The medical society wants librarians versed to some extent in medicine, and trained to apply the general principles of librarianship to the medical library; the bar asks for legal knowledge and the same application of principles to the law library. State and city governments are forming their libraries and calling for the application of librarianship to civics and economics. Large manufacturing concerns, laboratories, daily papers, are realizing the necessity of the special library for their needs and demanding trained administrators who shall be also specialists, potential if not actual. Even in the general circulating library as it grows in size, classification and specialization are taking place. Fine arts and applied science and child-study, in a broad sense, require separate departments, and departments for the blind and for the adolescent are sketched in the plans of most libraries ambitious to be serviceable. The place of the library school is so thoroly conceded by this time, and there is so absolute a dearth of any other regular source of supply, that all these libraries and departments turn first to the schools for help. What do they find at present? Chiefly young people, who have chosen librarianship as their calling and specialty, without having specialized previously in anything else. Many of them, even after four years of college, are too young to have done the wide general reading or to have the culture conferred by that, that should be a qualification even in the general library; and the majority of them are unable to give more than one or two years to their training. Then why not take as students the men and women who have already studied medicine, law, pedagogy, etc., and who are specialists needing only to adapt the training in library economy to the special library? . . . If successful in their specialties they do not wish to take up another; if unsuccessful, and if they have spent their best years in vain efforts, do we want them? Besides, is the thoroly educated specialist necessary for the special library? Would not rather an outline and more or less superficial knowledge of his subject make a sufficiently learned and perhaps more practical librarian? . . . Let the general courses continue for the younger people,

Libraries and schools—Continued.

for the general work, always having in view the discovery of talents and aptitudes for specializing, and let there be two or three schools in the country, connected with the universities and an integral part of them, in which the study of technique and administration may be connected with an outline course in medicine, law, theology, science, pure and applied, civics, child study, or whatever other specialty calls for training."

New York state library school. F. K. Walter. N. Y. Libraries. 2: 103-5. Ap. '10.

Library statistics. See **Statistics.**

Library training.

See also **Library schools.**

Brief for the library schools. Pub. Lib. 15: 287-91. Jl. '10.

"A young man of education and ability, with some business training, sought the position of librarian of a public library about to be established in a growing town. The appointment was referred to a librarian of experience and reputation, to whom the young man applied. The librarian said: You should have a knowledge of library science and economy, which your education has not included. I advise you to go to a good library school. 'Young man': Why to a library school? I have been advised that I could do better by working in a library directly under a successful librarian than I could in a library school. I thought I might find such a chance for the time that lies between now and the opening of my library and so prepare myself. Is there not a considerable library literature, some textbooks and such things, that I can read up? . . . Y. M.: But is it not true that the practical work of the head librarian and that of his assistants differ materially? While I might admit that my assistants should be carefully trained for the detail work they are to have in charge, it seems to me that the head librarian should be more of an administrator and should not so much need a knowledge of details. . . . L.: It is not only better for the library, but better for the individual, too, if he gets his training in library school. Opinions to the contrary are based upon seemingly inadequate courses or equipment of the schools, perhaps upon lack of understanding of what the schools do offer, or upon a judgment formed by acquaintance with the least capable graduates. The schools are mostly connected with large institutions in which the cataloging and bibliographical work is of a scholarly kind. The teachers attempt to give the student a full knowledge of the tools and reference books of his work and they give him practice in details which in many libraries might not be used at all. The theory is that one should get a thoro training in all the branches of the work first and then specialize. This gives a broader view of the whole which is never regretted by those who have it, but which many think beforehand they can do without. A young man like yourself is impatient of details and avoids the schools. If schools should differentiate on the lines of the position to be held, and give only the special training for those who wish it, would they not be open to the charge of superficiality? Are you not laying yourself liable to such a charge when you seek to slight the groundwork and step at once into a position at the top? Y. M.: But is it true that the fore-most in the library world to-day are not library school trained?"

Training for librarians in France. A. C. Piper. Lib. World. 12: 421-2. My. '10.

"There is no systematic training for librarians in France except for appointments to the staff of the Bibliothèque nationale or for university librarians. The majority of librarians are appointed from the pupils of L'École des chartres who hold the 'diplôme d'archiviste-

paleographe,' as their practical knowledge of manuscripts and documents, and of paleography, classification and bibliography, especially fits them for such positions. Courses of instruction in the above named subjects are given at L'École des chartres, and the practical knowledge is gained by the daily handling of the great historical collections there. These courses are also supplemented with practical work at the Bibliothèque nationale or the St. Geneviève library; and since 1893 there has been a course of lessons in bibliography given at the Sorbonne."

Magazines. See **Periodicals.**

Medical libraries.

Medical library association: a few observations. H. M. Barlow. Lib. Assn. Rec. 12: 174-89. Ap. '10.

"The objects of the association are:— to bring together those engaged in or interested in medical libraries and medical literature, and for the discussion of matters associated with their fostering and care; to maintain an exchange for the distribution of duplicate books and periodicals; to increase the facilities for reference work; to encourage the study of the history of medicine; to issue publications dealing with medical library work; to form a library union amongst those of the medical libraries between which the exchange of books can be arranged. . . . Of the various branches of medical science in Great Britain no two have been more neglected and probably less encouraged than those of bibliography and history. As long ago as 1836 the 'Lancet' issued a scathing indictment of the supposed alarming inefficiency of London medical libraries, and drew attention to a 'narrow and selfish spirit of monopoly' which made it difficult to raise subscriptions and obtain liberal donations for founding excellent libraries and museums. . . . Not one of the five great medical libraries constituting practically the entire resources of public medical literature in the metropolis contains a modern, up-to-date printed catalog of its contents. These are the libraries of the Royal college of surgeons, the Royal society of medicine, the Royal college of physicians, the British medical association, and the Medical society. Here we have a sum total of 200,000 volumes. What they are the world knows not; and the physician in search of a certain work must needs make a journey to the library to find out in the first instance whether the work is possessed. Hence the possibility of a fruitless errand and a waste of valuable time. It is safe to say that to the profession at large the entire resources of medical bibliography in the various medical institutions of London are closed. Now it is not contended for one moment that the above libraries are rendered inactive on account of the non-provision of printed catalogs. On the contrary, so far at least as three of them are concerned, they are excellent up-to-date, busy, working collections—collections of which the medical profession has every reason to be proud. The printing of catalogs has been considered, and the only obstacle, doubtless, has been that of expense—an obstacle in every phase of library administration. Each library has its own cohort of regular readers, who are acquainted with its system; they understand the catalog on cards or in manuscript, and a printed copy, therefore, is not an absolute necessity. . . . Every librarian will agree that printed catalogs of the principal medical libraries of London, if not absolutely necessary, are eminently desirable. One of the most important features of reference work is knowing not only the book required, but where it is to be found. It is necessary that one library should know what another contains, and the printed catalog is the only means by which this knowledge can be conveyed. . . . Facilities for reference work in the libraries of the smaller towns might be increased by a system of private co-operation. . . . The loan of books by one library to another is not the extent of it. In this the

Medical libraries—Continued.

medical library, it is thought, has the advantage of a public library in that its readers are all professional men. Now many of these are specialists in some branch of medical science, and possess valuable, if only small, collections of works on their own particular subjects, which are not to be found in the general medical library of the town or district. With its financial resources restricted, no single library is able to provide all the works demanded, and to obviate the difficulties arising from these omissions the professional men who are in sympathy with the objects of the association and take an active interest in the welfare of the medical library may not be unwilling to lend any important work required."

Municipal reference libraries.

Importance of municipal reference libraries. H. E. Flack. Nat. Conf. City Govt. 1908: 308-16.

Such a bureau of itself will not do away with the evils or abuses which exist, but it will furnish the means whereby such abuses can be lessened. It will supply the data, the knowledge, which is an essential to all good government. This material would be accessible to all who might care to use it, and civic associations especially would find it a valuable agency in securing needed reforms. With such means open alike to officials and to the public, there would be provided a means for securing a more efficient expenditure of the public funds. One point should be especially emphasized, and that is, such libraries must be kept out of politics if they are to be of any value, for in the hands of politicians, they could be made to serve an evil purpose. Furthermore, the bureau should not advocate or oppose any measure, but simply supply the data and let the facts speak for themselves."

Municipal library. F: Rex. Educ. Bi-Monthly. 4: 286-9. Ap. '10.

Museums.

See also Children's museum.

Triple alliance: the public library, the public museum, and the public art gallery. H: D. Roberts. Lib. Asst. 7: 182-91. Jl. '10.

Newspaper libraries.

Editorial libraries. P. P. Foster. Special Libraries. 1: 26-7. Ap. '10.

"The busy editor demands not only service, but prompt service. The forms may be waiting to go to press. Facts must be furnished; not merely references as to where the facts may be found. The ideal aimed at is that everything that has been printed within ten or fifteen years, bearing on the matter in hand, shall be instantly available to the members of the staff or business office; and in the best of these libraries the further idea prevails that the librarian shall be competent to select and lay before the members of the staff or heads of departments whatever is at the time most useful or most suggestive to them. . . . Every American, every European weekly and monthly magazine of the remotest value to editorial needs is scrutinized for suggestions and for information. After a thoro examination by members of the staff the binding staples and advertisements are removed and the reference specialist in charge of the library indicates with a blue pencil the title under which every article, item, dispatch or illustration, of the slightest reference value, is to be filed. These items are placed by the librarian's assistant, or assistants, in a great encyclopedic vertical file, which now includes one hundred and twenty-eight drawers of standard size, filled with foot-square envelopes. The collection as a whole embraces practically every valuable article which has appeared upon subjects of

general interest for the past twelve years and more. With the aid of a complete collection of reference books, encyclopedias, annual reports, indexes and unbound files of all the important magazines and newspapers the library is prepared to answer almost any question and, further to place before the members of the editorial staff or office force a wealth of information upon countless subjects."

Newspapers.

See also Newsrooms.

American newspaper index. P. P. Foster. Pub. Lib. 15: 240-1. Je. '10.

Newsrooms.

Newsroom as a department of the public library. G: R. Bolton. Lib. Assn. Rec. 12: 355-43. Je. '10.

"The opposition is chiefly against the provision of newspapers because of their degenerated literary tone, and the objectionable class of people they are said to attract." A newsroom is expensive out of proportion to any benefit the community may derive from it. Morning papers are useless after two or three hours in the newsroom, and evening papers are of interest chiefly to those who read betting and sporting news. Papers are cheap so that anyone may have them. They receive much of their news from a common source and thus duplicate each other. The principal habits of a newsroom are loafers and unclean or otherwise objectionable people. It is bad policy to provide papers for those who never will read anything else, especially since so large a part of the modern paper is devoted to police, betting, divorce news, criminal cases and unauthenticated matter. Those who favor newsrooms argue that "newsrooms being open to all (without restriction) often form the medium by which people are induced to become acquainted with other departments of the library. Newspapers enable the public to keep themselves posted up in current topics, and are valuable as contemporary records of political, social, and historical events, and are valuable for the columns of employment advertisements contained in them. Provincial papers form a means of communication, and enable natives of certain districts to gain information dealing with their former place of residence. Local papers enable persons to take an intelligent interest in all local matters. A selection of newspapers representing the different political, social, and religious opinions enable readers to cultivate a wider range of thought. Newsrooms provide a means of mental recreation and instruction, and act as a counter-attraction to the public-house."

Pamphlets.

Satisfactory method of arranging pamphlets. L: R. Wilson. Pub. Lib. 15: 278-9. Jl. '10.

Some notes on binding. G: F. Bowerman. Lib. J. 35: 258-9. Je. '10.

"Red rope paper (a trade name) is made chiefly from manila rope. Its principal commercial use is as a building paper. It is rigid enough to make the ordinary size pamphlet it covers stand erect. It is easily sewn with a large needle. At the same time it is so flexible that it may be folded an almost unlimited number of times without breaking. It has a good surface for writing call numbers, titles, etc. We use it not simply on small pamphlets coming within the 100-page limit but also frequently on thick government documents and even on permanent files of newspapers. It is also utilized in filing maps, large plates, etc. Each pamphlet binder may be cut exactly to fit the pamphlet. There are therefore no misfits, and no material is wasted. In covering thin pamphlets having one or only a few signatures, it is quite sufficient to sew with two or three long stitches thru the middle

Pamphlets—Continued.

ture and the red rope paper cover. Large pamphlets should be glued fast (with flexible glue) and then sewed; if very large, by at least two rows of stitches. If the pamphlet has a cover of its own, this may be, and in case of large pamphlets should be first removed and then glued and sewing, pasted over the outside of the red rope paper cover. By pasting a original cover of a pamphlet or a magazine on the binder its individuality and attractiveness are preserved. This is often of practical as well as of sentimental advantage.

The largest use of red rope paper is in covering circulating magazines, for which it makes a light and entirely satisfactory cover. In addition to its use in binding single pamphlets and magazines, we use red rope paper a deal for temporary binders. For example, libraries often complete a volume of a series with the exception of a single number which may turn up soon, long hence or late.

Instead of filing such an imperfect volume away in the top stack, losing its use and increasing the risk of losing other numbers, it may be put into red rope covers and secured with Ballard clips, or perhaps better each number may be sewed fast to the red rope and it then stand in its place with set. This is especially useful in preserving files of annuals until enough numbers are received to justify putting them into permanent covers. In such cases we cut the cover a little larger than is necessary for a single pamphlet and attach the first number a little to the left of the center so as to allow for the insertion of the back with the insertion of succeeding numbers. Red rope paper has proved itself for covering large but thin musical numbers. Some single numbers of weekly or monthly periodicals are also circulated in red covers by simply being fastened in with a band or tape tied thru a center sign and encircling the cover at the fold. Our method is all done by contract in our own city. We pay for all pamphlets bound in red rope paper a flat price of 7 cents each, that we call magazine style, that is, with all covers pasted outside the red rope cover and 5 and one half cents when there is no glue attached. . . . Flexible glue has been so very useful that many libraries have they must have it, even tho the prices asked for it seem excessive. At the suggestion of our binder we have been preparing our flexible glue at a fraction of the prices asked elsewhere. We use the best quality of glue (granulated) glue. This costs 15 cents a pound when bought by the barrel, or 18 cents by retail. With each pound of glue 2 ounces of fluid glycerine. Good glue can be bought as low as 10 cents a pound. A flexible glue as good as any on the market (and better than some so-called "flexible" glues that are prepared with molasses) is secured at a cost of not more than 12 cents a quart."

Periodicals.
American cheap magazine. W: Archer. *Library*. 93:921-32. My. '10. Same. *Library*. 93:265-579-87. Je. 4, '10.
American encyclopedia. P. P. Foster. *Pub. Lib.* 5:236-7. Je. '10.
American dairy library. See *Travelling libraries*.
American catalogs. See *Catalogs, Printed*.
American libraries.
American libraries. G. Riem. *Bibliothekar*. 1:30-1. Jl. '09.
American documents.
See also *State documents*.
American series cards for public documents. A. C. Tilton. *Pub. Lib.* 15:181-182. My. '10.

Publishers and publishing.

Foulis press. R. D. Macleod. *Library*, n.s. 1:172-89. Ap. '10.

A Glasgow publisher of the 18th century.

Reading.

See also *Children's reading*; *Fiction*.

Pigskin library. T. Roosevelt. *Outlook*. 94:967-71. Ap. 30, '10.

President Eliot's book-shelf again. W: H. Powers. *Pub. Lib.* 15:186. My. '10.

Reading rooms.

Roof garden reading rooms. *Dial*. 48:345-6. My. 16, '10.

Roof reading rooms in the branches of the New York public library. H. O. Wellman. *Lib. J.* 35:259-60. Je. '10.

In the circulation department of the New York public library five branches out of a total of forty are now equipped with roof reading-rooms. . . . As a rule, about one-half of the roof of the building is used for this reading-room, and protected around the sides by a balustrade, while overhead an awning is stretched across an iron framework, from which drop-lights are suspended for the use of readers in the evening. Small shrubs and flowers planted in boxes and placed in corners and along the balustrade relieve the bareness of stone and brick, and add greatly to the attractiveness of the roof. The tables and chairs used here are adapted for out-of-door service by a coat of waterproof paint. For reading matter the usual supply of daily papers and current magazines is provided. Books are not, as a rule, sent from the shelves to the roof in response to calls from readers, as no practical method has yet been found of keeping track of books distributed in this way, but readers are expected to obtain their books downstairs and have them charged at the desk before taking them to the roof."

Reference books.

Handbooks. K. Heinig. *Bibliothekar*. 1:49-50. S. '09.

Reference librarian's two-foot shelf. *Pub. Lib.* 15:291. Jl. '10.

A useful list of books to have near the telephone for answering questions over the wire would include:— "A one-volume dictionary (according to taste), World almanac, Tribune almanac, Severance's guide to periodicals, American newspaper annual, Willing's press guide, Kent's mechanical engineer's pocketbook, Trautwine's Civil engineer's pocket-book, A B C telegraphic code, a book of quotations, Holt's encyclopedia of etiquette or any well-indexed book on etiquette, a receipt book (Hendley's scientific American or Brant's)."

Reference work.

Reference work in a branch library. E. Witham. *Lib. J.* 35:206-7. My. '10.

Sailors' libraries.

Sailor's library. W. Schünig. *Bibliothekar*. 1:81-2. D. '09.

School libraries.

Helps in high school library work. M. E. Hall. *N. Y. Libraries*. 2:98-100. Ap. '10.

List of books for township libraries in the state of Wisconsin, 1910-11. State superintendent. Madison, Wis.

School libraries—Continued.

School libraries: their organization and management. E: Green. Lib. Assn. Rec. 12: 227-41. My. '10.

"The teacher's view of the matter is probably somewhat as follows: Firstly, he recognizes the insufficiency in a given district of any one centre for book distribution—as for instance the juvenile department of the public library, and this even applies, tho in a modified sense where the local library has branches. To adequately cater for the large army of child readers who would come into existence directly sufficient books of the right type and sufficiently numerous centres were provided he believes the use of the schools must be requisitioned. He also believes that the teacher, on account of his special training and intimate knowledge of children is the right person to select the books and guide the reading of his pupils. . . . In the earlier schemes of co-operation in this country the school authorities imagined that the public library alone could and would stock the libraries, defraying all the cost of equipment and upkeep, and thus relieve the education authority from the chief expense. Had it been recognized at the outset that the public library, however willing it might be to finance a school library scheme—which by the way is something altogether larger than a juvenile section in a public library—was quite unable on account of its limited income and the calls upon it in other directions, then the education committees would no doubt have earlier taken the matter up on their own responsibility. . . . Later schemes have been taken up in a much more generous spirit, the education committees financing the whole or greater part of the schemes, and the public library committees providing expert services to organize and supervise the work. The general control of these schemes is in the hands of a small sub-committee, and the actual issuing of books to children is done in school hours by some one—generally an assistant teacher—appointed by the head teacher. . . . At Halifax a commencement was made with the upper standards and the books supplied to the various schools were made up in boxes of fifty volumes each, from one to six boxes being supplied to each school department according to its size. As giving perhaps some definite idea of the cost of a scheme in a town supplying forty school departments, with 8700 scholars in average attendance, it may be said that the annual grant in the town just named for the past two years has been £200. This money is spent in upkeep, including renewals, binding, and additions to stock. . . . At Halifax the collections are permanent in each school, the argument in favour of that course being that as the children in every school are frequently being replaced by others to whom a permanent collection of standard works is new, it is therefore unnecessary to change the books from school to school. Another advantage in building up a permanent library in each school is that to some extent—bounded only by the selection of books on the standard list, to be named later—each head teacher has the opportunity of including in it just what in his opinion is most suitable for child readers. . . . Every school library scheme should have for its ultimate object the transference of its borrowers, at the end of their school life, to the local public library with the idea of securing that continuity in reading which is so desirable. This is already done in some places, a transfer ticket being presented by the head teacher to each scholar as it leaves school. But the presentation of this ticket alone is not sufficient. To ensure that a fair percentage of the tickets issued are used it is extremely desirable that arrangements should be made for every child to visit at least once the public library, and have the resources and methods of that institution explained before school days are ended. These visits should be properly organized and not conducted on any haphazard lines."

What the library can do for the high school pupil. F. Hopkins. Mich. Lib. Com. Report. 10: 46-52. '09. Same. Lib. J. 35: 55-60. F. '10.

Scientific literature.

Scientific literature in public libraries. H. W. Bibliothekar. 1: 4-5, 20-1, 60-3, 70-4. Ap., Je., O., N. '09.

The books should be of the best quality and not all of them should be scholarly. Good popular books should also be bought. There should be some books of travel but not three fourths of the scientific books should be of this class, as is the case in some libraries. All branches of science should be included, particularly the biological sciences. It is the business of the librarian to give advice on the use of the books.

Small libraries.

Mission of the small library. M. L. Breene. Penn. Library Notes. 3, no. 2: 2-9. Ap. '10.

"It is no longer merely a place of reference for the educated, or a resort for natural book lovers, but it has united with other civic and municipal forces operating outside the home. The library has changed from the sought to the seeking. It is stretching out its hands to draw in and interest and educate, not content to be passive any longer, but eager, active, aggressive. . . . The importance of stocking a small library for a small town, seems to me to overshadow all other points of the work, inasmuch as the demands may be as varied as in a metropolis, even tho fewer, the need for wisdom in the choice of a small collection becomes greater. After the first great purchase is made, embracing titles every library must have, after the library is in working condition, then comes the librarian's study of the needs of her own particular community as she finds it, the beginning of her mission. There is of course the recognition of demands along the beaten tracks. The demand for outside reading for the school children from the time their geography and history days begin on thru the high school, where the librarian can give invaluable assistance not only in all subjects pursued there, but she becomes almost a necessity in the essay and debating work. . . . Aside also from the varied general information, for which the community depends upon its library, there come the requests from the literary and culture clubs which the town possesses. . . . Every community has its line or lines of interest, which with a little foresight on a librarian's part may be stimulated and fostered greatly. Nor does it have to be some deep technical line of work. Where a few years ago it would be absurd to find in a library anything but encyclopedia articles on such ordinary things as cooking, dress-making, and millinery, various trades and industries, now periodicals of these activities have their rightful place on the library table and interesting, authoritative, and technical books on these subjects are placed attractively on the book shelves. Lists of new books are even printed in the town papers. . . . Inasmuch as the library in a small community is under the direction of but one person, who must look after all its phases, it is quite impossible to give each child or even a few of the children a close supervision, coming in, as they do, in a troop, after school hours or Saturday afternoons. Such a librarian can only be aware of what other libraries, with a corps of assistant librarians, are doing with the children, the results gained for example by the children's own librarian in the story hour or other subterfuge used to awaken a love or longing for the best stories. But every library, notwithstanding, recognizes its special mission with the children of its own town and puts forth extra efforts, according to the means at hand to

Small libraries—Continued.

do this work. The atmosphere of the library is made pleasant and home-like, attractive bulletins and pictures are hung there and the librarian strives in every way to win the confidence of the little people, so that her advice and suggestion may be received with unquestioning acceptance. The complaint of a librarian of a large place, that there can be no, or very little personal contact with the reading child, does not, or need not hold in a place of small size. To know the contents of the books of an entire library, even a small one, approaches the limits of the impossible and is of course not expected, but the children's books, every librarian feels a deep necessity of knowing, personally and intimately as possible. No lists are scanned so thoroly, no purchases are harder. She knows she has to constantly break down the long standing idea that, that which is best for her charges is considered dull and uninteresting; classic in other words. It has to be her constant guard lest while she avoids the dime novel class, she runs right into the less dangerous, but dangerous withal, class of books, of no particular aim or object, with no stimulus, nor influence and hence dissipating in its effect. She has to watch the undue demands for apparently harmless books, and at times discreetly withdraw them from the shelves. In short she uses all her originality and ingenuity to place attractively on the open shelves the books she most wishes in circulation."

Special libraries.

Directory of special libraries. Special Libraries. 1: 27-32. Ap. '10.

Library of Stone and Webster, Boston. G. W. Lee. Special Libraries. 1: 44-7. Je. '10.

Library of the New York public service commission. R. H. Whitten. Special Libraries. 1: 18-20. Mr. '10.

Why special libraries? Pub. Lib. 15: 238. Je. '10.

State documents.

Monthly list of state publications. Library of congress. Ja. '10.

Public documents of Indiana. J. A. Lapp. Lib. Occurrent. 2: 108-11, 130-33. Mr., Je. '10.

Statistics.

Changes in statistics. J. A. Rathbone. Lib. J. 35: 243-4. Je. '10.

Story telling.

Purpose and results of telling stories to children and the gain to the children from different types of stories. E. Lyman. Mich. Lib. Com. Report. 10: 39-43. '09.

"If I were a teacher, I should consider one of my greatest assets was the subtle power which lies in story-telling to create the bond of friendship, the atmosphere of comradeship which makes your standards and the children's one, and gives to all relations a new breadth and understanding based on a point of contact entirely outside the sense of something to be learned. I cannot conceive of any one refusing to tell a story because the children had been disobedient, but it has occurred to me that there might be times when a bit of fun in the form of a story would more satisfactorily accomplish a desired reform than any amount of discipline. . . . I know story-telling is much valued for the possibility it offers for a return from the child in the form of reproduction: that has its place but it should not be allowed to usurp all story-telling. Some stories ought

to be told just for the joy they give, and not pulled out and dissected the very next time opportunity offers. Too much story-telling is almost entirely lacking in purpose, and seems to consist for part of the repetition, verbatim, of a few stories which have little or no relation to the life of the child and less to art."

Story telling—a public library method; reprinted from the proceedings of the Child conference for research and welfare (Worcester, Mass.), 1909. F. J. Olcott. 3p.

Technical literature.

Some suggestions on the classification of technology. Lib. Asst. 7: 146-8. My. '10.

Technical books of 1909: a selection. Pratt institute free library. Brooklyn.

Technical magazines containing book reviews. J. L. Wheeler. Special Libraries. 1: 47-8. Je. '10.

Trade catalogs in public libraries. C. C. Houghton. Pub. Lib. 15: 275-8. Jl. '10.

Notes on this article given under the heading Trade catalogs.

Useful arts department of the Washington public library. J. L. Wheeler. Special Libraries. 1: 33-6. My. '10.

"In its work with readers the usual methods are used. The indexes, bibliographies and special lists are at hand for reference. The Technical press index, the first volume of which appeared in November, is the most valuable tool of all, partly on account of the self index which is printed at the back. The five year volume of the Engineering Index, 1900-1905, with its alphabetic subject arrangement is also used continually. . . . The international library of technology has been analyzed on cards which are filed with the class index cards. The current issues of the Engineering Index are not cut up and mounted on cards as they are in some libraries, but are used in their monthly form."

Work with technical literature. E. H. McClellan. Pub. Lib. 15: 269-72. Jl. '10.

"Every library which attempts to do reference work along technical and scientific lines will need at least a few journals, and having chosen these along the lines of local interest, the reviews will aid greatly in the selection of books along similar lines. The name of the publisher is at least a clue to the reliability of the book. . . . In general the important new books will be obtained from certain regular publishers. The reputable publishers of technical books are few in number and the better ones, by refusing books of doubtful value, have gradually obtained a standing which, while not an accurate guide to the value of the books published, is at least something. The author's name is another guide. The works of many deceased authors are and will probably remain standards, especially in pure science. There is also quite a respectable number of living authors whose names have come to be a fair guarantee of the value of their books. . . . To librarians nothing need be said about the importance of a table of contents and a satisfactory index, except to state that those requirements apply with especial force to technical books and are indispensable if books are to be of much value for reference. Technical writers are fortunately coming to realize the importance of bibliographical references, and many of the recent books leave little to be desired along this line. . . . Text-books of the better correspondence schools are good library material. Formerly there was considerable difficulty in obtaining these books without enrolling for the course which they covered, but they are now offered freely to libraries. . . . Several sets or series of tech-

Technical literature—Continued.

Technical books are worthy of attention. The 'Van Nostrand science series' (50 cents each) includes a large number of titles, mainly on engineering topics. They are brief but good. Are not indexed. The 'Power handbooks' (\$1 each) are practical works devoted to separate branches of power plant engineering. The nine volumes so far published have been largely compiled from 'Power.' The 'Machinery reference series' (40 cents each, paper 25 cents) now numbers 50 v. Each deals very briefly with some special branch of machine design or shop practice. The books of the 'Westminster series' (\$2 each) are more comprehensive than any of the foregoing. They treat many practical subjects in a semi-technical way. About 20 v. have been issued. A valuable series of German monographs, mainly on chemical technology, is 'Harleben's chemischtechnische bibliothek' (1-6 marks each). This set covers a wide range of subjects, many of which are not treated elsewhere. The set now numbers about 330 v., of which only a very few have been translated into English. . . . A frequently ignored source of information is the trade literature of manufacturers and dealers in various lines. Formerly mere lists of prices and dimensions, cheaply printed on poor paper, they now represent the highest type of the bookmaker's art, and often contain much valuable technical data not readily found elsewhere. Publications of some of the older firms have thru judicious revision secured recognition as standard reference books in their line. Many of the publications are valuable on account of their timeliness. The earliest printed descriptions of many processes and mechanical devices are found in these catalogs. The descriptive matter going thru the printer's hands while the newly designed machinery is in process of construction in the shops, the literature and the finished machine appearing simultaneously. During the early stages of new industrial developments, such as vacuum cleaning, the trade catalogs afford about the only source of information outside the patent records."

Township libraries. See **Library extension.**

Trade catalogs.

Trade catalogs in public libraries. C. C. Houghton. Pub. Lib. 15: 275-8. Jl. '10.

"Catalogs are highly valuable in reference work on many subjects. It is often the case that a question can be answered from a catalog when all other means fail. They supplement the book collections and furnish material on recent developments in methods and apparatus which is not to be found in any books. Their usefulness depends almost entirely on the thoroughness with which they are analyzed, or their contents kept in mind by attendants, and for this reason a systematic collection is practical only where a special staff or department pays attention to technical readers. Various libraries have used vari-

ous systems of arrangement: . . . alphabetically by firms. . . . Accessioned, classified and treated like books, whether shelved separately or not. . . . Classified by general subjects such as electricity, mechanical engineering, building, printing, etc. . . . Classified by subjects as closely as possible."

Traveling libraries.

See also **Sailor's libraries.**

Postal dairy library. Lib. J. 35: 265. Je. '10.

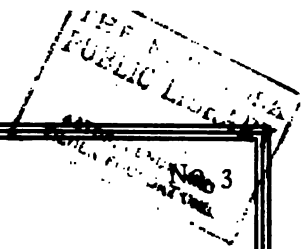
Travelling libraries for schools in New York city. Lib. J. 35: 162-3. Jl. '10.

Trustees.

Organization of the library board. D. C. Thomas. Lib. Occurrent. 2: 127-30. Je. '10.

"The most important duty a library board has is the selection of a librarian. Upon this selection depends the success of the library. The board should forget all matters of religion and politics in selecting a librarian. She or he must, of course, be a person of the best moral character and should be selected because of his fitness to hold the office. When this is done, the librarian should be the executive officer of the library, the board being the legislative body. All matters of detail should be left to the librarian, who is now responsible to the board for the conduct of the library, and the results obtained will be the best evidence as to whether the librarian is doing his duty. The board should not hesitate to remove a librarian who is not getting results. . . . If a librarian is to be held for the results of his work, then he must be given ample scope within which to do his work. As to the selection of assistants, the librarian should have the privilege of the selection, taking into account the fitness of the applicants and ability to do the work and his manner of handling the public. The library employees should be given to understand by the board that they are public servants, paid out of the public fund, and must, at all times, be accommodating to the public. There are, of course, a large number of things which the public might ask that are unreasonable and the rules for the governing of the library, which should be made by the librarian and approved by the board, should be such as would prohibit unreasonable requests from an assistant in the library. . . . The librarian should attend all meetings of the board and report at each meeting the number of books circulated and the number of members taking books; show by comparative reports the increase or decrease of patrons; should audit and endorse all bills to be presented to the board, and in his report should make any recommendations that he should think necessary for the advancement of the work. . . . The library board should be friendly with the city administration and keep the city administration friendly with the library."

VOL. IV



Library Work

OCTOBER 1910

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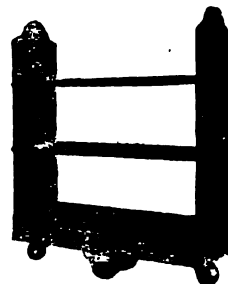
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VOL. IV.

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Meeting the Demand for a Printed Catalogue

Despite repeated demonstrations that a printed catalogue is not practicable, the question of its desirability will not remain a settled one. People who use libraries continue to ask for a printed catalogue and because this demand exists and persists, the librarian must continue to consider whether it can be satisfied wholly or in part. He certainly must avoid the dangerous condition of mind which assumes that the question has been settled and that adversely, and for all time. A brief restatement of the arguments pro and con may bring the question concretely to mind and serve as a basis for suggestions and recommendations.

The first and foremost argument for a printed catalogue is the one just mentioned, namely that people ask for one, and this is an argument which surely should receive much consideration. The public is accustomed to receive large, well illustrated descriptive catalogues from mail order houses for perusal at home. A letter to a business firm is sufficient to bring a catalogue and they can not understand why a public, tax-supported library should not be able to do the same. That the conditions are not parallel may be a valid argument, but it does not dispose of the demand. The popular conception of a catalogue is something that can be examined in the home, something to be read like a book and not a something on cards to be fingered over at the library and often baffling in its arrange-

ment. To the public this latter is all too often merely an index for the use of the librarian, who by long practice and special training has learned to use it. The question of a printed catalogue must remain an unsettled one just as long as the users of libraries in considerable numbers continue their demand for one.

The printed catalogue is easier to use. It is in the familiar form of a book and consulted and used like a book. Many titles are on one page, and a whole column can be taken in rapidly with one glance of the eye. Every librarian will admit its superiority in this respect. Merely to imagine using a city directory on cards and looking for John Smith or William Brown will make this clear. It is much more compact and economical of space and may be taken readily from place to place as may be convenient.

The printed catalogue is in many copies. It is thus available at various points in the library. More important still, copies may be in every home, in the schools, wherever needed. The more remote these places are, the greater their need. In these days of telephones and easy city deliveries, and with the probability of extension of the postal service in the direction of parcels post, lower book rates and improvements in the rural free delivery, the patron at a distance is becoming an increasingly important factor. When the work of the town and village library is extended in scope because of these changes, then the cry for some sort of printed catalogue will become insistent.

The advertising value of a printed catalogue is also a matter of importance. The card catalogue is passive. You must go to it and you find only that for which you look. The printed catalogue on the other hand is aggressive. It calls attention to books in a way that the card catalogue can not. Its very presence calls attention to the library. The card catalogue is seen only by users of the library. The printed catalogue through its presentation of the library's resources attracts to it new patrons.

The arguments against the printed catalogue have in the past seemed to most librarians conclusive, but a shifting of emphasis perhaps and advances in facilities for printing bibliographic work are robbing some of these arguments of their old-time weight.

NOTES AND ANNOUNCEMENTS

The chief of these arguments is the expense. And for the library which is chronically impoverished and unable to buy more than a small fraction of the books it needs, it seems prohibitive. The preparation of the catalogue is a laborious undertaking. Months often are required, to the neglect of other work, for preparing the copy. Weary weeks of proof reading and seeing the catalogue through the press follow and when it is finally completed—it is out of date. The library's latest accessions, often its best books on subjects of current interest, are omitted, and with every month it becomes more and more behindhand. As the library's books wear out or are lost, many are not replaced. Their titles remain in the catalogue to aggravate with their false promises public and librarian alike. In short, it can not be revised, eliminations are impossible, additions can be made only in supplements in a separate alphabet, in contrast to the always complete catalogue on cards. No wonder that when it is possible to draw a picture so gloomy, the advice to people about to print a catalogue has been "Dont."

But are all these opposing arguments really so serious? Is not some compromise possible? These are the questions we shall try to answer, keeping in mind libraries from a few hundred as a minimum to those of about 100,000 volumes as a maximum.

A common assumption in the discussion of this problem is that a printed catalogue must be complete and include everything that the library contains. Such completeness is by no means necessary. Rather a judicious selection of titles; a catalogue of some of the popular classes; or lists on special subjects, will serve popular needs much better. That this will effect an economy of cost goes without saying. The man in business, who sells things may have a lesson for us. In his catalogue, in the introduction, we find, "In addition to this catalogue we issue special catalogues of . . ." with a list of those available. Or we read, "This catalogue contains only a part of our complete line. If you do not find what you want, write us." The aim is not to supply a complete list of everything, but one along some line or one which will meet the ordinary demand. It is expected that the man with the special unusual requirements will make them known. This very selection is an aid to the general reader as it helps him through the maze of books, good, bad and indifferent, which the library, especially the large one, has on its shelves. The student will of necessity depend upon the card catalogue and other bibliographic tools the library may have, and it may be assumed that he knows the books of his specialty.

For of course in all this discussion a complete card catalogue at the library is taken for granted. With such a catalogue available either for personal consultation or by

telephone, there is but little reason for completeness in the printed catalogue. As to arrangement, one by subject with author index is more likely to prove useful than that used in the dictionary catalogue. It is the person whose reading is along the lines of some particular interest or subject or form of writing who most desires the printed catalogue, and to him such an arrangement is the more satisfactory. He wants a book not a *particular* book, and the catalogue is to serve to suggest titles. If the selection in such a catalogue is carefully made it becomes out of date less quickly. Worn out and lost books will be replaced, the new books omitted will be less in number. Not professing completeness, it disarms criticism on this score.

Attention has already been called to the fact that the increased distance from the library of many of the patrons makes a printed catalogue more desirable. This is due in part to patrons moving to remote and less crowded districts but principally to the gain of new patrons because of present day conveniences of telephone and delivery. Some day our rural postal routes with lower book rates will be an important factor in this tendency. Then requests will come in by mail, over the telephone or through the kindness of some neighbor.

However, despite the lessened cost for a selected catalogue and an increased justification because of greater need by distant patrons and its value as an advertising medium, the majority of libraries may still find the printed catalogue impracticable. In such a case, compromises of various sorts are many.

The local newspapers are almost without exception most courteous in the matter of printing material furnished by the library. It is usually possible to print in their columns lists of recent accessions. This is a most excellent way to secure publicity for the library and its books. Patrons can be urged to preserve the lists in scrapbooks. The newspaper may be willing to hold the type (thanks to the ease with which the modern linotype is handled) until the end of a month, when the lists of books and news items of the month may be combined into one bulletin. In this way the greatest item of expense, the cost of composition, is eliminated.

Brief lists on special subjects can be printed in the papers. People interested, some of them, will keep these lists and use them. Arrangements often can be made to have extra copies for distribution struck off from the same type.

Many libraries, but usually only the larger ones, find it possible to issue a monthly or a quarterly bulletin. Indeed the fact that so many librarians feel the need of such bulletins shows that they recognize that the card catalogue falls short in some important respects and in this way seek to satisfy the demand for something printed. This serves very well to call attention

NOTES AND ANNOUNCEMENTS

to recent books and important additions and together with its library news will advertise the library well. If the library can publish a complete catalogue, the bulletin serves as supplement. The catalogue which is a selection of the books in all the classes in the library has already been referred to.

Often it is possible to use the catalogues prepared by other library agencies. For example, the *A. L. A. Catalog* is not sufficiently advertised. Even though it may fail to contain some books that the library has, and contain many not on its shelves, nevertheless the librarian should find frequent occasion to recommend it. As a guide to reading and a help in selecting books it is worth its price many times over even to many non-librarians. We librarians are prone to look upon it merely as a library tool, when as a matter of fact any cultivated person will find in its pages much of interest and profit. Some requests for a printed catalogue would be much better satisfied by this useful work. While now six years old, its books are still good books though it lacks naturally the recent publications of merit. The New York State Library *Best Books* lists can serve a similar purpose.

Many libraries have much demand for a fiction catalogue. The list, "A thousand of the best novels," published by the Newark, N. J. library may fill the want, or a similar shorter list prepared by The H. W. Wilson Co. and described later in more detail. Here the omission of recent books may be regarded as a distinct advantage, as tending to lessen the extreme demand for the latest novel. Such a list also helps materially in the matter of replacements.

Similar lists of juvenile books are to be had. An excellent brief one (500 titles) is by Effie L. Power, *A first selection of 500 children's books for a library*, published by the Michigan State Library. The H. W. Wilson Co. have also a catalogue of juvenile literature. Any of the above will satisfy the demand for a printed catalogue in so far as this is one for something from which to select books of fiction or for children.

With these various points and suggestions in mind, let us try to apply them to libraries of various sizes.

In the very small library with a collection of but a few hundred volumes, a printed catalogue may be issued perhaps even before a card catalogue is prepared. Such a library is open but a few hours in the week. Its patrons are largely at a distance and often find it difficult to call for books at the right times. The expense of printing a catalogue of a few hundred titles and especially the labor necessary to prepare the copy is smaller proportionately for the few books than for the large collection, and because of few additions it grows out-of-date less rapidly. Even then it may seem prohibitive. It may be possible, however, as suggested above, to arrange with the local newspaper to print in one or

in successive issues a list of the books in the library and to arrange with them for the use of the type in printing a catalogue. Even if such a printed catalogue is not issued, the printing of titles in the local papers is distinctly worth while, and those who wish can clip and preserve the lists. For a library of 1000 to 2000 volumes and with a not too ample appropriation a printed catalogue may not be possible. One substitute, crude though it may be, is the publishing on the instalment plan of library resources in the local papers. Fifty titles a week will list 2500 volumes in a year. A western library printed weekly in its local paper, a selection of its books, class by class, until the whole collection had been covered. These lists were accompanied by the suggestion that patrons paste them into a scrapbook and thus provide themselves gradually with a catalogue. Few probably, aside from the librarian, will do this, but they can, and that is somewhat of an argument. But whether this is done or no, the publicity gained is worth while. In any event, whether a catalogue is printed, a substitute devised, or nothing done, the new books and current accessions should be thoroughly advertised. Mere lists of them are not sufficient. In a small library, every book added should meet a distinct need, be bought for a definite purpose and should appeal to at least some of the users of the library. If by a notice it is possible to bring out this purpose and attract the person who will be interested, the book will achieve a greater usefulness. A weekly column, or part of a column, may thus serve as a library bulletin and if it contains anything of interest, news, notes, even mere titles, it will be read often by nonusers of the library.

With a collection of books from 5000 to 20,000 volumes a library usually can not afford a regular bulletin. But with a weekly column in the papers, a select fiction and children's catalogue, and perhaps some special lists, the chief demand for a printed catalogue will be met.

When a library exceeds this number of volumes a bulletin will be found advantageous. This will serve to list the new books, to call attention to new privileges, printing of special lists and in other ways to advertise the library. Here again, if economy is necessary the newspaper may be able to help. One large library (with over 100,000 volumes on its shelves) has for three years printed its bulletin at but a slight cost because of such cooperation. Weekly it furnishes the local paper with a column of library matter, news, lists of books. This is printed by the paper on its Saturday literary page. The type is held until the end of the month, to serve then, with some rearrangement to print the monthly bulletin. The heavy cost of composition is eliminated, and the library is able to issue a modest but serviceable monthly bulletin at the mere cost of paper and presswork. A library of this size will

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find brief lists on special subjects very useful. Various duplicating machines now on the market serve this purpose excellently and in addition can be used in printing numerous time and labor-saving blanks and forms.

A printed catalogue if decided upon at all, should, in my judgment be selective and omit books out of date, e. g. old textbooks, and in general books that would not merit replacing. The whole class of fiction can be omitted and its place taken by the Newark or some similar list. Books for children can be similarly provided for. A resultant list would be less expensive, be a safer guide in reading and would not get out of date so quickly.

A brief reference to the coöperative catalogue proposed by The H. W. Wilson Co. of Minneapolis may not be out of place. This company proposes to build up an office catalogue of standard titles, at first only of fiction and books for children. In this catalogue there will be entered as far as possible all the desirable titles in these fields, as determined by an examination of the numerous library lists. But this catalogue is not one of cards. It is a catalogue in metal type. Each title is set up in linotype slugs and each slug will print a whole line. All that is necessary for a library to do, is to send an order, with a list by author and title, for the books in its own collection, for which it wants a catalogue. The process may be even more simple. A complete printed list of the titles available will be sent by the Wilson Co. and a simple checking in the margin of titles desired will indicate the selection.

When the order is received, all the firm needs to do is to select for each title the appropriate linotype slugs in the order wanted and to print from them. It is a method of coöperative printing in which the cost of composition is distributed widely, in which delays in printing are slight and the worry over preparation of copy and proof reading absent. Further details are to be had either from the H. W. Wilson Co., Minneapolis, Minn., or from the Educational Extension Division of the State Education Department, Albany, N. Y.

Library Notes

A new library periodical has been inaugurated in London under the title *The Librarian*. It announces itself as an "independent professional journal for the professional man." It is edited by Alex. J. Philip, and published in London by Hodgetts, Ltd., 36-38, Whitefriars St., Fleet St., E. C.

The Mechanics'-Mercantile library of San Francisco has removed to the Mechanics' institute building, 57 Post street.

The library of the Royal society of medicine, London, has inaugurated the policy of preparing short abstracts of papers wanted by its fellows residing abroad.

The Minnesota library commission, co-operating with the extension division of the department of agriculture of the University of Minnesota has made up a special farmers' traveling library for exhibition at county fairs. The collection contains 25 books on agriculture and 25 books for general reading. A list of the agricultural books is given in the September bulletin of the Minnesota library commission.

A new and significant feature of the A. L. A. meetings is the agricultural libraries round table meetings held at the Mackinac conference.

The action of the board of directors of the N. E. A. in 1909 which abolished the library department has been rescinded.

The superintendent of documents has issued volume 8 of the Catalogue of public documents. It covers the period from July 1, 1905 to June 30, 1907.

A list of references on public affairs compiled by John A. Lapp is printed in *Special Libraries* for September. This number also contains a list of legislative investigations that have been authorized by the several legislatures.

The public library of Grand Rapids, Michigan prepared a pioneer exhibition in honor of home coming week. Owing to the interest in charter revision a reading list on that subject is included in the September bulletin of the library.

An extended paper entitled:—Mission and mission pictures; a contribution towards an iconography of the Franciscan missions of California by George Watson Cole is included in *News notes of California libraries* for July and in the *Handbook and proceedings of the California library association* for 1910.

A list of books on gardens and gardening has been published by the Lowell (Massachusetts) city library.

A children's program in honor of the presentation of a state flag to the children's room was held in the public library at Greensboro, N. C. on May 14.

A list of books on agriculture and related subjects has been published by the Massachusetts agricultural college at Amherst.

A list of French fiction has been published by the Lowell (Massachusetts) city library.

The January to July bulletin of the Virginia state library is a finding list of the social sciences, political science, law and education in the library.

The annual *Repertorium of the imperial patent office of Berlin* has been transferred to an International institute of technical bibliography. The publication now appears monthly. The annual cumulation for 1909 has just appeared in two volumes.

NOTES AND ANNOUNCEMENTS

A course in library training has been inaugurated by Cheltenham ladies' college in England. The course is intended to interest older students in books, their contents and management. Further instruction is also given in subjects required for the Library association examinations.

The report of the Grand Rapids public library for 1909-10 gives this account of an effort to increase the number of borrowers:—"An interesting piece of work on the part of the registration office was the checking up in the Citizens telephone di-

rectory of the residences containing telephones in which, according to our street index, no card holder of the library resided. In this way it was found that out of about 10,000 telephone subscribers there were nearly 2,000 families which did not have a single library card holder. Circular letters were sent to all these, together with some printed matter, and as a result a considerable number of persons registered for the first time, altho we have no means of knowing just how many registered in this way."

Periodicals Included

- A. L. A. Bul.—American Library Association Bulletin, 1 Washington St., Chicago.
- *Boekzaal.—Boekzaal. f. 3. 25. Ploegsma and Co., Zwolle, Netherlands.
- Conn. Pub. Lib. Doc.—Connecticut Public Library Document, Public Library Committee, Hartford, Conn.
- Folkbiblio.—Folkbiblioteksbladet. kr. 1. Folkbildningsförbundet. 6 Lästmakaregatan, Stockholm. (Quarterly.)
- * For Folke-og Barneboksamlinger.—For Folke-og Barneboksamlinger. (Quarterly.) kr. 1. Christiania.
- Ia. Lib. Q.—Iowa Library Quarterly, Iowa State Library Commission, Des Moines, Ia.
- Library, n.s.—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.
- Lib. Asst.—Library Assistant. 3s. Hugh Smith, Bishopsgate Institute, London, E. C.
- Lib. Assn. Rec.—Library Association Record. Single numbers, *2s. Whitcomb House, Whitcomb St., Pall Mall East, London, S. W.
- Lib. J.—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. Occurrent.—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.
- Lib. Work.—Library Work. 50c. The H. W. Wilson Company, Minneapolis, Minn.
- Lib. World.—Library World. 6s. 6d. Library Supply Co., 181 Victoria St., London.
- Minn. Pub. Lib. Com. Notes.—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.
- N. Y. Libraries.—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- News Notes of Cal. Lib.—News Notes of California Libraries, California State Library, Sacramento, Cal.
- Ohio State Lib. Bul.—Ohio State Library Monthly Bulletin, Columbus, Ohio.
- Penn. Library Notes.—Pennsylvania Library Notes, Pennsylvania Free Library Commission, Harrisburg, Pa.
- Pub. Lib.—Public Libraries. \$2. Library Bureau, 156 Wabash Ave., Chicago.
- Vermont Lib. Com. Bul.—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wis. Lib. Bul.—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.

* We are indebted to Mr. F. G. Axtell, Librarian of Macalester college, St. Paul, for translations and digests of the articles in Boekzaal, For Folke-og Barneboksamlinger and Folkbiblioteksbladet.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current Library Literature

July to September, 1910

Agricultural libraries.

Literature of agriculture. C: H. White. Lib. J. 35: 359-62. Ag. '10.

Selection and preservation of agricultural periodicals. W: M. Hepburn. Lib. J. 35: 309-11. Jl. '10.

American library association.

Handbook, 1910. A. L. A. Bul. 4: 525-91. Jl. '10.

Annotation.

Librarians as critics. J. Desserud. Folk-og Barneboksamlinger. 4: 35-8. My. '10.

The following direction-slips are issued at Los Angeles; a. Ask for the latest and best book in this subject. b. See a later edition. Read also—(author and title). c. This disputed topic is discussed from another standpoint by A. B. d. This was the usual view in the year —. An opposite (or more recent) view has been advanced by A. B.

Bibliography.

International institute of bibliography. Pub. Lib. 15: 326-7. O. '10.

Binding and repairing.

Binding. K. H. Field. News Notes of Cal. Lib. 5: 371-2. Jl. '10.

"If necessary to send books to a commercial bindery the smaller libraries in a given section should form an association and enter into a contract with one binder, with complete specifications carefully drawn. In this manner the work can be done cheaper, quicker, better and with uniformity. The number of books then secured is an incentive to good work. Books are returned to circulation with little delay. Such an arrangement is especially valuable to smaller libraries, as they thereby save time and money. . . . Books are returned within a month from receipt. All books defective in workmanship are made good, if reported within six months of delivery."

Binding clerk's soliloquy; poem. O. E. Norman. Lib. J. 35: 371. Ag. '10.

Visit to Portway, Bath, England. Pub. Lib. 15: 328-9. O. '10.

Blind.

Netherlands library for the blind. J. H. Ekerling. Boekzaal. 4: 169-72. Ap. '10.

Books for this library at the Hague are copied on the Hall Braille writer. There are 2350 titles.

Book buying.

List of editions selected for economy in book buying. L. Jeffers. 1-23. '10.

Book-plates.

German ex-librists. G. Teall. il. Bookm. 31: 578-82. Ag. '10.

Book selection.

Best books on all subjects. Librarian. 1: 11-4. Ag. '10.

"The list of books here presented is not suggested on account of its literary value for use as a basis of book selection by libraries, but it consists of popular titles which are published in more than one edition. It is a list of low-priced editions in publisher's covers that are of suitable type and paper for library use. For brevity, titles are usually omitted that are desirable to purchase only in the original copyright edition, as this edition can readily be found in the American and United States catalogs; or, if out of print in America, a similar priced edition may often be found in the English catalog. In a few instances two editions are listed both being recommended for purchase. The collected works of an author are given when there is a choice of editions, and when all the volumes are issued by the same publisher at a uniform price per volume, and are sold separately. Prominent titles contained in these sets are listed separately to call attention to editions desirable to purchase. Poetry is usually listed as Poetical works." This list should prove invaluable to the small library whose funds are limited, and whose librarian has therefore little opportunity to know the relative merits of editions, as well as to the large library that buys for branches. It is not a selected list in the sense of recommending titles for purchase.

Buying lists of books for small libraries. Z. Brown, comp. 1-40. '10.

"This list has been prepared for small village libraries, especially those that have only a little money to spend for books. Expensive books and expensive editions have therefore been omitted. It is believed that all the editions recommended, however, are fairly satisfactory. In many cases, the better edition and its price are given after the cheaper one. In buying, it is suggested that about one third of the money be spent for nonfiction, one third for fiction and one third for juvenile books (including both fiction and other works). Of course the proportion may be altered to suit circumstances. It is recommended that whenever possible books be bought in the special library binding."

Few suggestions for a patient's library. Am. J. of Nursing. 10: 936-7. S. '10.

Volumes in the Henry Phipps library in one of the wards of Manhattan state hospital.

New York state library approval and disapproval of books. N. Y. Libraries. 2: 144-5. Jl. '10.

"It is the policy of the New York state library to provide room for individuality in the libraries under its supervision, considering

Book selection—Continued.

always differing conditions and avoiding both paternalism and dictatorship. Perhaps one half of the books allowed to stand on the lists submitted are accorded only what might be characterized as a negative approval. They may contain something to interest, legitimately amuse, or inform somebody, yet show such a lack of literary value that they can not be cordially recommended, tho they may properly be allowed if desired. The State library decides on broad lines and undertakes to forbid only what is absolutely undesirable, either because untrustworthy, illiterate, vulgar or immoral. It gives counsel whenever it is asked, but in general throws upon the local library the responsibility of deciding what fits the need of its public, knowing that what is 'one man's meat' may be 'another man's poison'."

Selection from the best books of 1909 with notes. N. Y. Educ. Dept. Bul. 477: 1-54.

Vote on best books of 1909 for a village library. M. T. Wheeler. N. Y. Libraries. 2: 130-3 J1. '10.

Books. See Reading.

Booksellers.

Some notices of men connected with the English book trade from the plea rolls of Henry VII. H: R. Plomer. Library, n.s. 1: 289-301. J1. '10.

Buildings.

New York public library. A. C. David. il. Arch. Rec. 28: 144-72. S. '10.

"Every library should include a commodious, well lighted, thoroly ventilated, properly heated, and generally attractive workroom. . . . If possible a portable vacuum cleaning machine should be installed for cleaning the rooms and dusting the books. . . . The fumigating room for disinfecting books should be conveniently near the workroom. Ample storage room in the basement relieves the workroom of documents and books infrequently used, which tend to collect in the workroom. A book elevator running to the basement saves time and fatigue."

Workroom problems. K. H. Field. News Notes of Cal. Lib. 5: 371. J1. '10.

Catalog cards, Printed.

Report from the A. L. A. publishing board on printed cards for serials. C. W. Andrews. Pub. Lib. 15: 350-1. O. '10.

Catalogs.

Too many cards under a subject heading. T. F. Currier. Lib. J. 35: 412-3. S. '10.

Catalogs, Printed.

Is the printed catalogue desirable for open access libraries? W. C. B. Sayers. Lib. Asst. 7: 209-13. Ag. '10.

"In Utopia—wherever that undiscovered country may be—if libraries exist there, and existing have books and methods in any way resembling those of our day, I think we shall find the printed catalog there. But it will be a perennial printed catalog, the type always standing, and a new edition every two or three months. In the same mythical library we shall find the alphabetical catalog—not the dictionary because that is scientifically unsound—the classified catalog, and the subject index all complete, side by side. Hence it will be gathered that the ideal library will be cataloged both in manuscript and in print. . . . It is worth while demonstrating the fact that an

open access library does not depend in any absolute sense on its catalog, because such a fact allows the librarian to choose that form which shall be most sound bibliographically, and of permanent value. The printed catalog has weighty and obvious advantages. It is in book-form, and in continuous book-form, so that the sequence of entries is visible at a glance to an accustomed eye; it is purchasable and portable—altho some catalogs of recent years issued by public and other lending libraries hardly come within the latter definition—and may, therefore, be consulted at home; and it has a bibliographical value for other libraries. The continuous book form is the chief of these advantages I think, but it is counterbalanced by the inelasticity of the printed page; nothing can be intercalated in the catalog; a new edition is required every year; and even then it becomes each day one more day out of date. The printed catalog of a large and rapidly growing library is obsolete a month after publication, so far as showing the completeness of the library is concerned. With regard to the portability and purchasability of the printed catalog, I appeal to our common experience. What percentage of borrowers buy catalogs? Do five per cent.? Perhaps; and even this small number will only purchase at a price which means a definite serious loss on the undertaking. Note that I do not think catalogs should be regarded as a source of profit; in the properly-financed Utopian library catalogs will be given away. . . . What form then is to be preferred? A manuscript form undoubtedly; and there are several. There is the method of pasting slips into guard books as at the Bodleian and British museum libraries; there is the sheaf catalog which may be seen at its best at Islington; and the card catalog, which I may be forgiven for saying, is to be seen at its best at Croydon, besides the placard, rotary and various minor forms of catalog. The pasting slip form is traditional and not likely to be adopted by public libraries, in fact, it would probably be superseded in the great libraries mentioned, if the change were not so colossal a task. The choice seems to lie between the sheaf and the card. They are similar in that they are both flexible. The ideal sheaf may have one page to each book or frequent re-writing may be necessary; there is always one card to one book in the card catalog. The advantage of the sheaf lies in its book form, its disadvantages in its comparative flimsiness, in the difficulty of obtaining a complete conspectus of a whole series of entries. A whole drawer of a card catalog can be taken in at a glance by means of the guide cards—altho most card catalogs I have seen are not sufficiently guided. It is claimed for the sheaf subject catalog that each appropriate section can be placed at the shelves among the books; but so with very little trouble can the appropriate drawer of the card catalog. Perhaps the sheaf catalog is cheaper than the card, but either is distinctly cheaper than the printed catalog. . . . It is clear, then, that however necessary a printed catalog may be for a barrier library, for an open access library economy and experience favour either the sheaf or card catalog. Leaving in conclusion, the question of complete catalogs on one side, I think the ideal, in our present circumstances, would be a printed annotated catalog of the 10,000 basal and invariable books in the library, and a manuscript catalog of the whole."

Meeting the demand for a printed catalogue. C. P. P. Vitz. N. Y. Libraries. 2: 124-8. J1. '10.

Charging systems.

Some interiors from public libraries. M. Larsen. Folkbiblio. 7: 97-101. '10.

At Hamburg the Schülke catalog-indicator is used. An indicator is a frame divided into little sections on which are recorded the call

Charging systems—Continued.

numbers of the books. Its office is to lessen the work of attendants by allowing the public to see which books are in or have been loaned out. [And it usually serves as a charging system.] The tablets commonly have the call numbers on both sides—but in different colors, commonly blue and red. If the blue side is out, the book is accessible; otherwise not. The attendant must turn the tablets and this is often forgotten. Now the object of the Schülke indicator is to prevent this forgetting. When a book is drawn out, the loan card is put into a colored envelope and placed behind the appropriate tablet, the showing of the envelope in front indicating that the book is not accessible. The indicators are so placed as to form a counter between stack and delivery-room. On the back of the tablets are the call numbers; in front, instead of the usual call-number, are author and title. Four thousand loans a day can be made with ten attendants and there is no confusion in the aisles of the stack. The indicator system has been rejected in America—the land of progress in library methods—but is much used in England. It imposes, however, a barrier between the librarian and the public which he serves, and that tactful and quiet instruction which is the most essential thing in a modern public library is done away. This indicator system is described in *Blätter für Volksbibliotheken*, March-April, 1906.

Children's department.

Interesting department of library work. Mrs. A. H. Mann. *Ia. Lib. Q.* 6: 91-3. Ap. '10.

Work of the Cleveland public library with the children and the means used to reach them. 2nd. ed. 1-51. Je. '10.

Children's reading.

Illustrated books for children. C. Veth. *il. Boekzaal.* 4: 187-202. My. '10.

Illustrations for children's books. A. T. Eaton. *N. Y. Libraries.* 2: 128-30. Jl. '10.

One hundred of the best story books for children. Vermont Lib. Com. *Bul.* 6, No. 2: 6. S. '10.

Children's rooms.

New children's room at Pittsford, Vermont. B. M. Shaw. *Vermont Lib. Com. Bul.* 6, No. 2: 7. S. '10.

Classification.

Modern classification for libraries with simple notation, mnemonics, and alternatives. H: E. Bliss. *Lib. J.* 35: 351-8. Ag. '10.

"I believe that the three leading American systems provide too many subdivisions that are not practical for books. However, 20,000 would suffice, I believe, for general libraries of up to 300,000 volumes or more; and the class-marks need not have more than three factors, usually letters. As a library increased, some subjects might require a fourth expansion. . . . The class-mark should not aim to locate the special book. That is the function of the subject catalog or of the annotated bibliography. . . . Both for capacity and for incidence and value of mnemonics a notation of letters thus appears to be superior to a notation of figures. . . . There really seems little reason for argument against letters for notation. The advantages of letters, on the contrary, greatly outweigh their disadvantages, while the disadvantages of the numeral base greatly outweigh the possible advantages and the alleged simplicity of the decimal notation."

Old classifications—and the excuse for new ones. A. F. Rider. *Lib. J.* 35: 387-96. S. '10.

"It may be fairly stated that but two systems of classification have stood the test of time and use, one of which has had a certain succès d'estime, the other a very genuine succès populaire, coupled with an international use thru its wide translation that in itself gives it an important bibliographic place. At the latest reports over six thousand libraries, large and small, scattered over every country in the civilized world, were using the Decimal classification, something less than a hundred the Expansive classification (the Decimal classification for one thing had twenty years the start), while it is exceedingly doubtful if any other system can show a half dozen adherents. . . . Might it not be both feasible and wise to attempt at regular intervals of twenty-five or fifty years a radical and complete revision of the Decimal classification in the light of human progress and the best bibliographical experience in its use?"

Clearing houses.

Periodical purchase and exchange. N. M. Russ. *News Notes of Cal. Lib.* 5: 369-70. Jl. '10.

Clippings.

Simple filing system. *Manual Train.* 11: 462-3. Je. '10.

College libraries.

Library and the university. C. W. Andrews. *il. Univ. Chic. M.* 2: 238-51. Jl. '10.

Library policy from a university point of view. R. A. Rye. *Librarian.* 1: 3-8. Ag. '10.

"The library policy of those universities which consist of a single college should be one of comparative simplicity. To the best of their ability their endeavor to provide for the needs of undergraduate and post-graduate students alike in so far as this can be done by one library. In the case, however, of a scattered institution, such as the University of London with its sixty colleges and schools with recognised teachers, situated in widely distant quarters of the metropolis, it is an obvious impossibility for a single library alone to cater for all students. . . . In the first place there is the University library which should, in so far as London is concerned, be constituted to provide well-equipped special collections to promote research work, and to serve as a library from which 'external' students in all parts of the country can borrow the books they require for their studies. The research student needs a thoro equipment in special subjects, and must have at hand bibliographies, complete sets of the leading journals and of transactions of learned societies, as well as standard monographs and the like. In addition there should be attached to the University library a clearing-house for the libraries of the widely scattered colleges and schools connected with the University of London. . . . Besides the University library, each college and institution should have its own library for the special use of its students and teachers. In the case of the larger collegiate libraries it would seem that the German system of seminars is the best for their purpose. The function of the 'seminar' library is to prepare the student for the use of the various research libraries of which London possesses several outside the sphere of the University that might well be put under contribution. But in the smaller schools connected with the University where the requirements are less ex-

College libraries—Continued.

tensive, a working library of text-books and a small reference section is probably all that is required."

Relation of the state university library to other libraries of the state; excerpts. P. L. Windsor. Pub. Lib. 15: 348-9. O. '10.

County extension.

California county library law. E. Brunc-ken. Pub. Lib. 15: 329-30. O. '10.

County library in California. H. G. Eddy. News Notes of Cal. Lib. 5: 375-7. Jl. '10.

Duplicate pay collections.

Duplicate pay collection. J: G. Moulton. Lib. J. 35: 397-400. S. '10.

"If we acknowledge that fiction is worth buying at all, we ought to buy it when it is new and talked about. The world is moving too fast in all lines to admit waiting a year to prove the value of fiction before buying it. The public library that did that conscientiously would soon close its doors from lack of support, or the librarian would be transferred to other fields of usefulness. Admitting that we must have fiction, and few healthy-minded people will deny it, why not use any reasonable means of supplying the demand without too great a drain on the library's resources? The duplicate pay collection is at present a popular means of meeting the demand. . . . The St. Louis public library was probably the first to adopt the plan. It was started there in 1871, when the library was a subscription library. . . . The experience in Haverhill may be typical, and the practice is as follows: In June, 1906, with \$50 loaned from the general book fund the librarian bought duplicates of the novels then most in demand. They were loaned at the rate of 2 cents a day. Up to the end of 1906 about 100 volumes were bought. They cost about \$116 and earned about \$118. During the next year the collection became self-supporting and the original loan was repaid. Up to the present time about 500 volumes have been bought. As long as they circulated well they remained in the duplicate pay collection. When they ceased to be much called for they were given to the main library or the branches, if they were needed. Otherwise they were sold for 25 cents each, if any one would buy them. The collection is kept small as only the latest books circulate well. Generally only fiction is bought, but a few books of non-fiction much in demand like Worcester's 'Religion and medicine' are occasionally bought. These do not pay for themselves. A few duplicates of popular light opera scores were once bought, but they did not circulate and were soon given to the library. Now, from one to five copies of all novels bought for the library are bought for the duplicate pay collection. At one of the branches there is also a pay collection. Some books do not pay for themselves, but others earn more than they cost. The collection as a whole is self-supporting, and there is now a surplus on hand which will probably be devoted to the library. All expenses connected with the collection, such as covering cloth, labels, and record books are paid for out of receipts. The only expense to the library is caring for and charging the books. This expense is more than offset by the value of the books given to the library from this collection. As one of the objects of our pay collection is to have clean books, we cover them with binders' cloth called 'vellum de luxe,' and renew the covers as soon as they are soiled. These covers give the books a distinctive appearance somewhat like the Tabard Inn or Book lovers' library books, which perhaps appeals to the vanity of some who take them. All stamps and marks of ownership are put on the cloth covers and not on the books, so that when they are given to the library or sold they are

clean and fresh in appearance. . . . The collection is placed conspicuously on open shelves near the loan desk. Any number may be taken by a borrower, but we do not reserve them. Several non-residents who cannot take the regular library books take these duplicates. Occasionally travelling men take them and sometimes summer visitors, or other visitors from out of town. . . . Objection is made because it competes with commercial enterprises. But why not? Public libraries themselves are competitors of book stores, and the special commercial enterprises most affected would be of the type of the Book lovers' library and Tabard Inn, which now need not be considered. The objections, strange to say, come largely from within the libraries, and from those who have not tried the plan. The public like it. The only difficulty we have is explaining to some who are wilfully dense that we have free copies of all books in the collection, and that we are enlarging rather than restricting privileges. . . . The charges range from 1 cent a day to 10 cents a week. One library charges 5 cents a week, another 10 cents for two weeks. When the charge is by the week the limit is usually one week with a charge of 2 cents a day after that. Those charging by the day have usually no time limit, but use a system of notification after a certain length of time. The charge by the day seems to be the most generally used and 3 cents a day the usual charge."

Duplicates.

Notes on the disposal of duplicates. S. A. Pitt. Lib. Assn. Rec. 12: 393-5. Ag. '10.

"Two methods in use in America are the clearing-house and the card system. Mr. Melvil Dewey, in his evidence before a joint committee of congress a few years ago, emphasized the need of clearing-houses, and pointed to the good work being done in this way by the public document division. And it is well known that Columbia college and other libraries have used the card system with success. The clearing-house has much to recommend it, but even on a small scale here its cost would be prohibitive. The card system, however, in a simple form, would be inexpensive and probably quite effective. Cards containing brief author entries, with names of owners of duplicates, might be collected and arranged at a convenient centre, where they would remain for reference cards being withdrawn as books were 'placed'. Once a year, preferably a short period before the annual conference, printed copies of the list of duplicates remaining might be distributed amongst members of the Association. Probably many duplicates would be disposed of in this way, but occasionally, where one of more value called for fuller information than the list supplied, or, where written negotiation had failed to effect sale or exchange, the desired result might be gained by personal interview at the conference. The list could be produced at trifling cost, and the expense incurred would be met by a small charge for insertion of titles."

Examinations.

Professional examination, 1910. W. C. B. Sayers. Lib. Assn. Rec. 12: 354-60. Jl. '10.

Exhibits of libraries.

Book exhibits in Manila. Lib. J. 35: 367-8. Ag. '10.

Fiction.

Fiction as a diet. W. Hutchinson. Good H. 51: 193-6. Ag. '10.

List of legal novels. J: H. Wigmore. Northwestern university law publishing association. 30c.

List of musical novels. Musician. 15: 451. Jl. '10.

High school libraries. See **School libraries.**

Illustrations. See **Pictures.**

Inter-library loans. See **Loans, Inter-library.**

Legislation.

Ohio library laws. Ohio state library. 1-16. '10.

Librarians and assistants.

Recreation for librarians. Pub. Lib. 15: 325. O. '10.

Librarian's libraries.

Suggestive list of books and periodical articles for both general and professional reading. Mrs. H. L. Elmendorf. N. Y. Libraries. 2: 136. Jl. '10.

Libraries.

American library and the museum. Printing Art. 15: 189-94. My. '10.

Information. G: Duncan. Bookm. 31: 583-4. Ag. '10.

Library and rural communities. H. W: Foght. (in his American rural school. p. 254).

Library in Utopia. H. W. Checketts. Lib. Asst. 7: 191-4, 207-9. Jl.-Ag. '10.
See also **Theological libraries.**

Denmark.

Some interiors from public libraries. M. Larsen. Folkbiblioteksbladet. 7: 97-101. '10.

Copenhagen has besides its public library and its Workmen's reading association, a Women's reading association. This has the largest loan library in the city. In the conversation-room are portraits of leaders in the woman's movement and of other prominent women. There is a tea-room. The library contains 52000 volumes, loaned only to members; the circulation averages 470 volumes a day.

England.

Public libraries of London; Fulliam. Librarian. 1: 9-10. Ag. '10.

Free public libraries in London. A. van Eerde. Boekzaal. 4: 257-63. Je. '10.

Traveling librarian in some English libraries. Pub. Lib. 15: 354-6. O. '10.

Germany.

Some interiors from public libraries. M. Larsen. Folkbiblio. 7: 97-101, 115-23. '10.

Hamburg, the Krupp library at Essen, Cologne, Munich, Nuremberg and Jena were visited.

Italy.

Biblioteca nel mezzogiorno. O. Viola. Rivista d. Biblio. 21: 19-22. Ja. '10.

Netherlands.

Netherlands library for the blind. J. H. Ekerling. Boekzaal. 4: 169-72. Ap. '10.

Philippine islands.

Library work in Manila. J. A. Robertson. Lib. J. 35: 366-7. Ag. '10.

Sweden.

Library management in the United States. M. Widegren. Folkbiblioteksbladet. 7: 1-9. '09.

Review of Palmgren's Libraries in the United States, closing with a prophecy of free public libraries for Sweden.

United States.

American public library, by A. E. Bostwick. Review. Nation. 91: 78. Jl. 28, '10.

Library management in the United States. M. Widegren. Folkbiblio. 7: 1-9. '09.

Review of Palmgren's Libraries in the United States, closing with a prophecy of free public libraries for Sweden.

Wales.

National library of Wales. J: Ballinger. Library, n.s. 1: 113-43, 277-88. Ap.-Jl. '10.

Libraries, Private.

Library of autographed books. H. R. Galt. il. World's Work. 19: 12838-45. Ap. '10.

Libraries, Use of by the public.

Library restrictions. B. A. Konkle. Nation. 91: 32-3. Jl. 14, '10.

Teacher's use of the public library. M. E. Berry. Ia. Lib. Q. 6: 81-2. Ap. '10.

Libraries and schools.

Chicago public library and co-operation with the schools. H: E. Legler. Educ. Bi-Monthly. 4: 309-20. Ap. '10; Same cond. Ia. Lib. Q. 6: 94-6. Ap. '10.

Library and the school. J. E: Banta. Nat. Educ. Assn. 1909: 863-70.

Relation between schools and libraries. H. G. Eddy. News Notes of Cal. Lib. 5: 367-9. Jl. '10.

"In most of the large cities juvenile libraries are established in attractive rooms apart from the general library and are in charge of a competent librarian. In these juvenile libraries the coöperation of the librarian and the teachers has proved very helpful on both sides. . . . Last year, a model school library list was compiled, the books collected, and this year the full annotation of publisher, price, author, and a note concerning contents has been put into the front of each book, so that the collection is now completely self-explanatory, and can be sent out to any teachers' institute, or to any school so wishing. The entire list, with the annotations, was published in the March and the April numbers of The Western Journal of education, and reprints are being made for distribution wherever desired. But while the city work has already so neared fruition, this list of books which has been compiled to give definite help to the country teacher is only a step toward accomplishing for them what has been done for city schools. The majority of country teachers have never even been in the nearest municipal library, much less knowing and consulting the librarian."

School and the library. C: H. Judd. El. School T. 11: 28-35. S. '10.

Study and use of books. F. G. Blair. Nat. Educ. Assn. 1909: 852-9.

"It is surprising to discover that many children come thru twelve years of public-school instruction without having gained any facility

Libraries and schools—Continued.

In the use of a book as a means to an end. The book is made so often an end in itself that the child comes to feel that when he has finished a book he is thru with it. That may be so if the finishing of that book has increased his power to use books as a means to an end. All too often the schools fail to carry him on to this point of efficiency. . . . It is doubtful whether the school thru any other one line of endeavor has so great an opportunity to influence the life of our country as thru the use of books. Let us teach nature, and teach it well; let us teach industry and teach it well; but let us not forget that when we teach the children the twenty-third psalm, or A Man without a country, that we are utilizing a force, the most powerful force, to unify the minds and hearts of all the people, to create a spiritual unity, and to arouse a common patriotism. With all the enlargement of our curriculum, let us continue to give the book its proper place in the school and in the lives of the children."

What does each, the library and the public schools, contribute to the making of the educated man? C: E. Chadsey. Nat. Educ. Assn. 1909: 860-3.

"The public school must continue to accept the responsibility of developing power to use books intelligently. Those families in which the use of the library by the children develops naturally thru the intercourse and influence of the home are, unfortunately, a very small minority in most communities. Were this not true, the problem of the public school would be considerably simplified. There are, comparatively speaking, very few children who have homes with an environment which will encourage the continued, persistent, intelligent use of books. The problem before the public school is not to develop the habit of reading, but to develop the habit of reading wisely. America is now a reading nation, but nine-tenths of the matter read is valueless and often vicious. The excessive use of newspapers and popular magazines is so common as to be almost universal. If the public school met its responsibility effectively, the results in the sale of these papers and magazines and in the demand for a different type of literature would be most marked."

Library administration.

Library efficiency under new conditions. H. O. Brigham. Lib. J. 35: 302-9. Jl. '10.

Library advertising.

Library publicity. H. L. Carnahan. News Notes of Cal. Lib. 5: 379-81. Jl. '10.

"If expensive newspaper publicity pays the merchant, the same kind of publicity, for the most part free, should pay the library. Library news, book reviews, any item about a public institution in which the whole community is interested, is good newspaper stuff, the printing of which is of as much advantage to the paper as to the library. If a part were straight advertising matter, charged for as such, it would be justified by the results and would find a precedent in many other departments of municipal government. Every ordinance is published, so also are notices of most public purchases and improvements. If dodgers distributed by the grocer at heavy cost, move his groceries, will not the same character of advertising distributed free by the patrons if put in the books, perform a similar service for the library? If an attractive display of merchandise, with placards reciting the reasons for purchase, will make people buy, will not the same system in the library induce people to take what will be given to them? . . . The stacks should be open for free inspection of all the books as, fortunately, in most libraries they now are. Cards on the stacks in type large enough to be read at a distance should indicate the class of books on the shelves. Books on subjects in which the public is at the time particularly interested may be grouped in some conspicuous place

where the patrons will naturally inspect them. Bulletins, terse, unstilted and readable—news bulletins, advertising bulletins, bulletins suggesting subjects of interest, and the selection of books on such subjects will probably stimulate as much as anything else done in the library itself the reading of the books, which is the purpose for which it exists."

Publicity work in Vermont. F. B. Fletcher. Vermont Lib. Com. Bul. 6, No. 2: 7-8. S. '10.

Library buildings. See Buildings.**Library extension.**

Rural library extension. C. H. Milam. Ia. Lib. Q. 6: 104-6. Jl. '10.

"The amount of money that may properly be demanded of the rural patrons, will depend upon the conception librarians have of what rural extension of libraries means. If we are going to be content when we have opened the library to all the township or county, assuming that the people who want books will come for them, we cannot expect a very large appropriation from our rural patrons. On the other hand, if we consider it our duty to do some aggressive work to further reading and the use of books for reference in the county, then there is a need for large appropriations. Many different methods will no doubt be found for getting the books to the out of town citizens. The one that has been most widely advertised is that of the book wagon distribution as carried on by the Washington county library at Hagerstown, Md. A common method of distribution is thru deposit stations. These, like the traveling libraries that are sent out by the state commissions, are put in every conceivable sort of place—stores, post-offices, creameries, shops, private houses and schools. One county library reports as many as 69 deposit stations, one of which has become a regular branch library supporting a reading room. Another county library reports sixteen deposit stations, receiving every three months from one hundred to two hundred books, and besides this, collections of books are sent to forty-three schools, exclusive of those in the county seat. Some of these are strictly reference collections, others circulated to all the citizens of the district. . . . Another thing that the librarians who are doing rural extension work, should keep in mind, is that part of their personal attention belongs to the out-of-town patron. A retail book seller who claimed recently to have made between seventy and one hundred thousand dollars in three years, mentioned as one of those things which make for success his being on the floor, ready to speak to his customers. 'They always like to see the boss,' he said. 'The librarian should not only be on the floor at the central library frequently, she should somehow make it possible to visit at intervals the districts whose patrons never reach the main library. In a large county system the chief librarian cannot, of course, find much time for this sort of thing but some one who knows books and is qualified to speak intelligently about them, should meet the people of the rural districts, individually or in groups at regular intervals. These patrons should pay for and receive their share of all library service. None of the states, not even California, with its elaborate new system, has as yet a perfect law. Some have none at all dealing with this question. It will be the duty of each commission to decide what sort of system is best suited to the conditions of the state in which it works, and then to seek to have a law enacted making such a system possible. Several things will need to be considered before this can be decided. Perhaps the most fundamental question to be answered is concerning what the unit is to be. In New England the towns are veritable republics; in the South and West the county is the important unit of taxation and local government; in the central states and middle west, we find a combination—in some states the townships are powerful, in some they are merely nominal. These things must be taken into consideration."

Library meetings.

British library meeting at Exeter. Pub. Lib. 15: 338-42. O. '10.

Brussels meeting, 1910. M. E. A. Pub. Lib. 15: 335-8. O. '10.

Round table meetings in New York, 1910. N. Y. Libraries. 2: 139-43. Jl. '10.

Library methods.

Handbook of the State library commission for the state of Delaware. F. B. Kane, Comp. 1-102. '04.

Popularizing the library. M. S. Saxe. Lib. J. 35: 363-6. Ag. '10.

"The first thing we did to reduce the percentage of fiction going out of the Westmount library was to allow each person registered to take out two books, only one of which might be a novel. If we observed the applicant was at all serious-minded, we would add, 'You are not obliged to take a novel you know; possibly you care for something better; you can always have two nonfiction books.' This is a good bait. If the borrower is a clergyman, a teacher or a college student we offer him a stack permit. This is a printed slip, and refers to books not kept on the open shelves. If we find a person is preparing for a debate, or a paper for the Woman's club, or for any reason needs more than the allotted two books, we do not refuse an extra book or so long as no novels are taken. . . . Post in your library an advertisement of some attractive biography or book of travel or art. For instance, Agnes Laut's 'Conquest of the great Northwest,' with that frontispiece 'Hudson adrift in the Arctic sea,' and write underneath, 'Leave a request for this fascinating book.' A picture of an author has a hypnotic influence. We once posted a fine copy of Ruskin's head on the bulletin board, and put beneath it, 'Do you know his books? We have them all.' Forster's 'Life of Dickens' is always a good suggestion. We have two copies, two volumes each, and it is ever popular. The local newspaper is also a great help. An item sent to them indicating some particular book as the 'most valuable non-fiction book published during the month' will at once bring a response. When a person sends to the library for a book, instead of coming in person, behold the librarian's opportunity. Say to the messenger: 'I have chosen two books for Miss Blank, one from her list and a newer one she may like to see,' and you give him the most entertaining book of non-fiction that is in. Result—the messenger takes away two—brings back two—gets two more—and Miss Blank has the habit. . . . Our magazine auction, which occurs the first Saturday night in December each year, is very popular. We auction off the magazines, not old magazines, but those for the coming year. For instance, the highest bidder for the Weekly Graphic will get his periodical each week as it is taken from the tables, when the fresh copy goes on. We do keep back a few magazines for binding, but on the whole we get better results by selling and then picking up at auction or elsewhere magazines already bound."

Some forms used in the reading-room of the British Museum. L. C. Wharton. Lib. Assn. Rec. 12: 396-403. Ag. '10.

Library training.

Plan of a course of instruction in the use of libraries and the results accomplished. E. Tobitt. Nat. Educ. Assn. 1909: 848-52.

"It is time that every teacher and every librarian learned, in a limited way at least, to be a 'professor of books.' Emerson first spoke of this professorship and it has been advocated by many scholars. If we wish the public libraries to be in reality the 'people's university' we

must take this position upon ourselves and no matter how incompetent we may feel—and who would dare feel other than incompetent?—we must make those who come to us in any capacity for assistance feel that we are at least trying to fill the position of 'professor of books.'

This matter of teaching was introduced into our local normal school three years ago. This normal school is made up of students from the high school to the number of twenty. The course of study is for two years and is practically what is given at the regular state normal schools. . . . It was evident that under the present arrangement of our local normal school the students would be deprived of the instruction in the use of the library unless the public library were ready to offer its services. This was done, the offer accepted by the superintendent of schools and by the director of the training class, and arrangements completed whereby the librarian should give instruction to these students in such use of the library as, in her judgment, was the most beneficial to teachers. To remove any possible suspicion of faddism, the librarian stated to the director of the training class as nearly as possible what it was her intention to teach. She also stated that as the pupils of the high school of necessity have a great deal of help from the teachers—most of their work at the library being the direction of the teachers—they had had but little experience in searching for material; in fact, were unable to use the library economically. Arrangement was made the first year whereby the librarian was allowed time for twelve lessons, each half an hour in length, and to be given once each week. Experience soon showed that the half-hour did not give enough time for outside work. The second year the plan was changed and the librarian was allowed twelve lessons of one hour each to be held fortnightly instead of weekly, and with the privilege of requiring as much outside work as seemed necessary to obtain good results. At the same time this course was added to the work of the kindergarten training class. This arrangement proved a success and this library course has now become, by the authority of the board of education a part of the course of study required by the teachers' normal class. . . . Later the director of the class gave an examination. This with the recitations and the bibliographies decided the pupil's standing. On the average the work was well done. After graduation these pupils will be engaged in the city schools, and the fact that they now are frequently to be found at the library consulting books, which they have previously studied, shows that the time was well spent. The result of the work relating to children's books will be more noticeable in the use made of these at the school delivery stations. . . . A somewhat different application of these lessons was made last summer at the county institute. A deposit of several hundred children's books and brief reference books was made at the building where the institute was being held. Instruction was given for one period each day for five days and the teachers were given one free period each day during which to examine the books. This was done with a view to improving the county-school libraries."

Loans, Inter-library.

Primitive inter-library loan system. L. N. Feipel. Lib. J. 35: 370. Ag. '10.

Manuscripts.

Use of manuscripts. W. C. Ford. Nation. 91: 54. Jl. 21, '10.

Museums.

American library and the museum. Printing Art. 15: 189-94. My. '10.

Relation between the public library and the museum. H. D. Roberts. Lib. Assn. Rec. 12: 361-7. Jl. '10.

Libraries and museums under the same roof should be under a single administration. The museum should have an official head in im-

Museums—Continued.

date charge—some one who is capable of giving expert assistance to visitors. Each museum should have its own special collection which is added to from time to time.

Newspapers.

Deterioration of newspaper paper. F. P. Hill. Lib. J. 35: 299-301. Jl. '10; Excerpts. Pub. Lib. 15: 323-5. O. '10.

Periodicals.

Periodical purchase and exchange. N. M. Russ. News Notes of Cal. Lib. 5: 369-70. Jl. '10.

"Each library should dispose of its magazines as seems most expedient for that community. Advantageous exchanges with neighboring libraries are not infrequently made, and it is thought advisable in the majority of transfers except when given outright that the basis of exchange be volume for volume, regardless of subscription price. Many libraries in our own county in disposing of their surplus have given abundantly to the aqueduct camps, the county poor farm, the pesthouse, and other institutions. In one library a certain number are retained for binding. Certain others, tho not bound, are filed for reference. A few are sold, after serving their time in the reading room. These are rather special publications, in that they are not apt to be consulted for reference and are not bound. Of the remaining magazines all for which there is any demand are circulated. What are then left are either cut up for the pictures, or given to individuals who have a special use for them. (In the Los Angeles Public Library, and probably many others, the school and juvenile departments use a great many in clipping for bulletins.) After a number of months there are still remaining in the library those which have been circulating. All those that can be used there are sent either to a branch or a deposit station. In this way as widespread a use of the magazines has been made as seems possible, and without any great expenditure of time, which, perhaps, should have gone into other work."

Selection and preservation of agricultural periodicals. W. M. Hepburn. Lib. J. 35: 309-11. Jl. '10.

Pictures.

Illustrations for children's books. A. T. Eaton. N. Y. Libraries. 2: 128-30. Jl. '10.

Private libraries. See Libraries, Private.**Public documents.**

See also State documents.

Reading.

Anathema upon finger-posts. N. D. C. Hodges. Lib. J. 35: 295-8. Jl. '10.

Girls' reading. C. W. Latimer. N. Y. Libraries. 2: 135-6. Jl. '10.

On reading books through. Nation. 91: 139. Ag. 18, '10.

Reading in the home. L. C. Willcox. Harp. B. 44: 548. S. '10.

Retrospect of reading. J. C. Rowell. News Notes of Cal. Lib. 5: 382-4. Jl. '10.

Solid reading. Nation. 91: 207. S. 8, '10.

Some of a hundred best books. H. Lucy. Liv. Age. 266: 227-31. Jl. 23, '10.

Study and use of books. F. G. Blair. Nat. Educ. Assn. 1909: 852-9.

Notes on this article are given under the heading Libraries and schools.

School libraries.

Books and high-school pupils. R. J. Ale. Nat. Educ. Assn. 1909: 844-8.

"No really good high school is possible without at least fair library equipment. The use of books in the high school cannot be what it should unless there is progressive training in the use of books thruout the grades. The child that reaches the high school with no training in the use of books of information, except that secured in the preparation of lessons in the adopted texts, is poorly prepared to do even ordinary work. If in addition to this he has not made the acquaintance of a number of good inspirational books, he finds himself unable to get the enjoyment out of life that is his right. This leads us to conclude that the proper use of books by high-school pupils, is the result of much well-directed effort thruout the grades. . . . Many problems in school discipline have been solved in an easy way because of the presence of the reading-circle books. The bad boy often forgets to be bad if he is interested in some splendid book of adventure. The restless boy becomes quiet and the silly girl sane under the magic spell of a good book. Many parents have caught thru these same books their first glimpse of the world of story, and as a result have become patrons of the library and subscribers to good papers and magazines. . . . The high-school library should have as careful direction as any other department of the school. A stock of books, a good catalog, and free access is not enough. There should be a sympathetic and efficient director in charge. This individual should understand the school situation and be able to work in perfect harmony with the teachers. His rank should be equal to that of a head of a department. He must be a superior man. He must get results without specific assignment or direct recitation. He must be sympathetic and unobtrusive. His work must be quiet and very largely individual. His purpose must be to make the student independent and self-reliant. The high-school student should learn the machinery and the technique of the use of books. He should learn early in his course the standard works of reference and know in what fields of learning each is particularly strong. Incidentally but certainly the librarian should teach the student how to use these books of reference readily and economically. When a new class enters the high school no better service could be given it than a number of lessons in the library upon the use of dictionaries, encyclopedias, and all other books of reference. Early acquaintance with these helps to knowledge is more essential than knowledge of algebraic signs and Latin declensions. Training in the use of these helps should continue thruout the school course, because it is from books that mature men and women must gain their information. . . . Every high-school course should be planned so that there will be time for reading outside of regular assignments. The pupil should read much for the pure joy of reading. The inspirational side of the library should be used freely. . . . Many high-school courses would be more effective if some of the pressure were removed from examination courses and in its place encouragement given to reading. One who goes to the library merely to prepare for an examination does not necessarily become a lover of books, nor does he get from them their best message. The whole academic life in America is weakened by the mad desire for credit. Many of our young people are piling up credit instead of culture."

Library and rural communities. H. W. Foght. (in his American rural school. p. 254).

Small libraries.

Vote on best books of 1909 for a village library. M. T. Wheeler. N. Y. Libraries. 2: 130-3. Jl. '10.

Special collections.

Collection of local history. J. M. Rogers. Lib. J. 35: 368-9. Ag. '10.

Special libraries.

See also Agricultural libraries.

Library as an adjunct to industrial laboratories. G. E. Marion. *Lib. J.* 35: 400-4. S. '10.

"The industrial laboratory needs a highly specialized library, at the same time one containing certain well-chosen general works. For example, its shelves must be rich with analytical works in almost every field, with books on explosives, beverages, foods, oils, gases, fuels, ceramics, textiles, paints, soaps, gums, essences, distillation products, metals, rubber, leather, wood, celluloid, etc. In fact, a small library of technology with only the best works chosen in each branch of industry fills best the need. For general works, it needs bibliographical books, transactions of the various scientific and learned societies, trade catalogs from the industries which the laboratory in question particularly serves, the current technical periodicals covering the fields claiming its attention, and a collection of general books on English, advertising, engineering, building, physics, chemistry, biology, botany, and manufacture, to which should be added reference lists, dictionaries, encyclopedias, directories, maps, atlases, etc. Indeed the demand in the industrial laboratory library is both for a small commercial library as well as a highly specialized library of technology. It is because of this peculiar mixed nature of the demand that our public libraries cannot hope to meet it. They rarely give any attention to the commercial side of their development, and their general lay clientele forbids their building up along the technical and industrial lines beyond a few of the more general books. But what is still worse, their distance most often militates against them. Moreover, the chemist in industry must have his works without fail when he wants them. It will not suffice to await their return from some other borrower from a library. The peculiar type of library to serve the interests of the laboratory must be able to hold its entire resources within certain prescribed limits so that it can recall them at a moment's notice. What are its limitations? The people making use of it will rarely, if ever, exceed 50 in number. But these people, instead of being a desultory public are intensely active specialists, and bring to the library inquiries which require the best skill in their answering. In this way the library does not suffer from lack of quantity, for its interest is more than kept up by the increased quality sought in its work. Its purchases are also limited, and its accessions cannot be compared in numbers with those of the public library, for very few things are required which are not for a well-defined purpose. . . . Our material is obtained chiefly thru five channels: the purchase of special books or pamphlets to meet definite requests, thru the mailing lists of outside concerns who send us their advertising literature from time to time, thru the kindness of individual acquaintances at various points who desire to exchange results, from the chance notices appearing in the technical periodicals which prompt us to titillate ourselves the getting of the information in question, and from the calls of clients and salesmen who may leave with us at their visits information of one kind or another. . . . The books are classified by the Dewey decimal system, which has long ago proved its claims in the public libraries. It serves our purposes very well indeed, and maintains uniformity with the best prevailing library practice in the majority of public libraries. Pamphlets receive treatment similar to that of the books as regards their subject and author numbers, but in order to keep this material in a distinct class by itself, the small letter (n) is used before the call number. Trade catalogs receive a somewhat different treatment. This is the most objectionable class of material entering the library, owing to its entire lack of uniformity. We have found the best practical treatment to be a shelf arrangement, in which all the small material is enclosed in envelopes (9 $\frac{1}{2}$ in. x 11 $\frac{1}{2}$ in., without flap, opening on the long side) and standing in

one alphabet from (A) to (Z). To each company's catalog is assigned a Cutter number, thus the catalog of the Sturtevant mill company is S 936, which places it at one and the same time in a strictly alphabetical and numerical decimal order. This arrangement has the additional advantage of allowing those coming to the library seeking a definite concern's catalog to go directly to the shelves, without consultation of an index."

State documents.

Recent state publications of interest. F. L. Tolman. *N. Y. Libraries.* 2: 137. *Jl.* '10.

Story telling.

Purpose of story telling in the library. Vermont *Lib. Com. Bul.* 6, no. 2: 4-5. S. '10.

Report on story telling; symposium. *Lib. J.* 35: 404-12. S. '10.

"In Boston storytelling in the playgrounds is under the direction of a special teacher appointed in 1909. The teacher of storytelling works in cooperation with the teachers of dramatics and of folk dancing. The visits of the special teachers added interest and novelty, but it is felt that every playground teacher should be able to tell stories effectively. Storytelling, therefore, is considered a part of the daily work of the playground assistant. . . . In the children's room of the Pratt Institute free library, storytelling and reading aloud have had a natural place since the opening of the new library building in 1896. Years before this library was built the lot on which it stands was appropriated as a playground by the children of the neighborhood—a neighborhood that has been gradually transformed by the life of the institution which is the center of interest. The recognition of the necessity for play and the value of providing a place for it—children now play freely in the park on the library grounds—exercised a marked influence on the conception of work to be done by this children's library and upon its subsequent development. The children's librarian was never allowed to forget that the trustees had been boys in that very neighborhood and remembered how boys felt. It was evident from the outset that the children's room was to be made of living interest to boys and girls who were very much alive to other things than books. Probably more suggestions were gained from looking out of windows, and from walks in the neighborhood and beyond it, than from any other sources. . . . The children's librarian plans for the story hour, and does much of the storytelling herself; but from time to time some one from the outside world is invited to come and tell stories in order to give the children a change, and to give breadth and balance to the library's outlook upon the story interests of boys and girls. Listening as one of the group has greatly strengthened the feeling of comradeship between children's librarian and children, and the stories have been enjoyed more keenly than as if one person had told them all. . . . In Chicago the institutions in connection with which storytelling is carried on are: the Chicago public library, the municipal parks and playgrounds, social settlements, vacation schools, institutional churches, hospitals, and the United charities. The private organizations supporting the storytelling movement financially, by the employment of special storytellers, are: the Library extension story hour committee, the Permanent school extension committee, the Library committee, the Daughters of the American revolution and various women's clubs of Chicago. . . . In Cleveland storytelling has been carried on in the playgrounds and summer schools for several years. Since 1907 the work of playground leaders has been supplemented by storytelling done by public library assistants who visit the playgrounds by invitation, and who are scheduled for this work as a part of their regular library

Story telling—Continued.

duties. . . . In Jamaica, Long Island one playground has been opened in the borough of Queens. Storytelling was introduced into the branches of the public library in 1908, and was at first carried on entirely by the supervisor of work with children as a means of putting herself in touch with the children and library assistants. . . . The professional storyteller has played a large part in the successful establishment of storytelling, and is destined to play a still larger part in the future development of the work in playgrounds and other institutions, by raising the standards of the playground library, or settlement worker, who is expected to tell stories. This she will do not by elaborating methods and artifices to be imitated, but by frank criticism of native ability, by inspiring courses in story literature, and by proper training of the much neglected speaking voice. The sooner we cease to believe that 'anybody can tell a story' the better for storytelling in every institution undertaking it. A candidate for a given position may be required to have storytelling ability, but no

assistant should be required to tell stories as a part of her duties unless she can interest a group of children who have voluntarily come to listen to her stories. Repeating simplified versions of stories is not storytelling. Exercises in memorizing may be as helpful to the storyteller as the practice of scales to the piano player, but neither is to be regarded as a source of pleasure to the listener."

Useful books on story telling. Vermont Lib. Com. Bul. 6, no. 2: 5. S. '10.

Technical literature.

Technology notes and references. J. L. Wheeler. Special Libraries. 1: 51-4. S. '10.

Theological libraries.

Layman's biblical library. H: K. Booth. News Notes of Cal. Lib. 5: 384-90. J. '10.

Vol. IV

No. 4

Library Work

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GOVERNMENT INSURANCE OF BANK DEPOSITS. Rollo L. Lyman.
106p. 25c.

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O for a booke and shady nooke
Eyther in door or out,
With the greene leaaves whispering over-
head,
Or the streete cryes all about;
Where I maie reade all at my ease
Both of the newe and olde,
For a jollie goode booke whereon to looke
Is better to me than golde!

—Spofford.

Special Libraries Have Earning Power

By D. N. Handy, Librarian of the Insurance
Library, Boston.

Because the earning power of some things may not easily be susceptible of proof on a cost sheet it is rather difficult to set forth just what the earning power of a special library may be. There is, however, a power to earn in every well organized and administered special library, but it may have to be traced indirectly to a return in dollars and cents.

A certain man in Chicago being asked if the establishment of a certain library in which he was greatly interested, would pay, replied: "No; I don't think it will; but I am in hopes to live to see the day when we shall have in Chicago something that does not pay."

Special libraries, however, are coming more and more into requisition as adjuncts of business organizations, and as such must expect, like every other adjunct of commercial and industrial enterprise, to be

called upon to justify their existence and to give reasons for the hope of continued support which is within them.

Let us then briefly consider some of the facts which justify our claim that there does reside in the special library an inherent earning capacity measurable in terms of service if not always of immediate cash return: its nature, scope and effect; and incidentally some of the means by which its increase may be secured. And that our consideration of the subject may take on a form sufficiently explicit, let us proceed to its examination under the following heads:

Earning power as applied to the subject in hand: What it consists of and how we may recognize it.

Beneficiaries of special earning power. Who they are and do they get their money's worth.

Means by which special library earning power may be increased; and some suggestions as to limitations and difficulties to be encountered in an attempt to realize them.

As to earning power, as applied to the subject in hand, do we mean that for every dollar invested in equipping and maintaining a special library plant we shall see the dollar return to us loaded down with interest and profit? Do we mean that every time we go to it for information we must show a money gain by the transaction? Is the special library then a sort of magnified penny-in-the-slot machine, where you drop the query accompanied by a nickel in at the top and draw out the answer with a prize package to boot at the bottom?

To all these questions my answer is quite emphatically, "No!" You cannot trace your investment in a special library through raw material, finishing, sales and other departments to an ultimate profit which can be made to show on a balance sheet.

Earning Power Described

The earning power of a special library consists in its power to furnish required and necessary information where it will do the most good at the right time and in the right shape, with the minimum expenditure of time and energy on the part of those whose business it is to use the information when furnished.

In a business corporation this earning power will be shown most clearly in its capacity to furnish information touching

every department of the business, and of the business in its relation to competitors and to the world at large, in such shape that it may be used for the business' development by directors' managing head, his association and employees all down the line.

In an association it will be measured by its ability in similar manner to furnish information to its members, while in such organizations as the Boston Chamber of Commerce it will be measured by its capacity to furnish promptly not only to members but more particularly to committees the information upon which their constructive work may be based.

Earning power so defined is dependent not only upon the completeness or organization and efficiency of management of the library itself, but also and usually more upon the intelligence with which use is made of it. The best special library in the world is useless if there be not over against it an intelligent constituency bent on getting out of it "all that the traffic will bear."

Given this intelligent constituency the special library will earn for them by placing in their hands at the crucial time the information they most desire; it will save for them by doing it expeditiously, judiciously and adequately. Here the value of the trained special librarian appears—for through him the special library will learn how much and how little to give; when to submerge him in authorities until he sends out the wireless cry for relief, and when to set before him the single explicit citation which wafts him under sunny skies to the information hunter's haven of rest.

Occasionally it will be possible to trace to the special library a direct profit from its use. This I am sure was the case when a gentleman representing one of the large safety deposit companies of this city called at our library for information touching the manner in which certain types of so-called fireproof safes had withstood the test of conflagrations. He was preparing advertising literature intended to persuade men to the use of vaults for the safe keeping of valuables. He found in the reports of three presumably wholly unprejudiced organizations statements which seemed to support the claims which he was about to send out. It gave him the scientific authority for what otherwise would have seemed a questionable assumption. That information meant money to him; and that service by the Insurance Library Association was unqualifiedly a display of earning power.

Beneficiaries are Many

Let us consider now who are some of the beneficiaries of this earning power which we have seen residing in the well-ordered and administered special library.

First and foremost are those by whom

and for whom the library is founded and maintained; if by a business organization, then its directors, officers and employees; and if by an association its members and employees; if by the public library as a branch of its manifold activities, then the community, although particularly, of course, the individuals whose interests are identical with the field in which specialization is made. Secondly and somewhat remotely, is the entire community. No special library lives long unto itself alone. The great technical, engineering and financial libraries founded at first as information departments of private houses have almost invariably in the end recognized the general interest in the subjects they covered; and within limits have welcomed students outside the ranks of their own organizations to their shelves.

In the library which it is my pleasure to represent, we are realizing each day an increase in that kind of service of which the whole community is the beneficiary. For example, when the fire commissioner of Boston desired certain data touching fire losses for a series of years in the larger cities of this country and Europe, with other related information, he was able to get them from us at a minimum expenditure of the time of an employee sent from his office. So too, when a representative organization of business men of this city wanted similar data upon which to base the work of one of its committees, it was able to get them from us with comparatively little trouble. The information given in each of these cases was to public servants, and presumably the use which will be made of it is for the public benefit.

It may be said that all this information can be got at the public library; and while I think it more probable that much of it could, nevertheless in view of the fact that it is quite impossible for any public library at the present time to retain on its staff a specialist for all these minor lines of inquiry, I doubt very much if it could have been got at the public library without a very much greater expenditure of time, if at all.

Earnings May Increase

Finally let us consider some of the means by which this earning power which undoubtedly exists in the special library, and for the benefit of its constituents and the entire community, may be increased. And while other means may occur, I shall—leaving out internal efficiency, which for the present we will assume—take up some forms of cooperation and advertising by which increasing effectiveness may be secured.

How may the earning power of the special library be increased by cooperation among libraries of its own kind? Most special libraries find themselves called upon to go extensively into one or two subjects,

and less extensively but no less thoroughly as far as they do go, into many related subjects.

Our own library collects everything of immediate value or of even possible interest on the subject of fire insurance pure and simple. But as the practice of fire insurance is contingent on the susceptibility of property to damage by fire we find ourselves obliged to get together information on a multitude of subjects which at first thought seem to have no very close relation to the subject in hand. We have to get elaborate reports on the nature and extent of property damage by fire; all helpful information on means of preventing or reducing that damage, which takes into consideration building construction, fire resisting and fire retardent materials, municipal building laws, fire department and water supply systems, control and management, and fire alarm and fire detecting systems; power systems as applied to fire and water department service, and so on through a multitude of even less apparently related subjects. Our interest in these subjects is always a relative interest. We are obliged to keep in touch with developments as they affect water supply for fire fighting, for example.

How then may we cooperate with other libraries so that in each case we may render the best service to our constituents along these related lines?

The problem is complicated by the fact that many special libraries are identified with business organizations and are the repositories of much information that is confidential. Certainly no business house is to be asked to share with others—possibly indirectly with its business rivals—confidential information which has cost it vast sums of money and which is in a vital sense a part of its stock in trade. But are there not limits within which such cooperation would work to the advantage of all, and without in any respect jeopardizing the interests of any?

Might not a cooperative bibliography to be built up out of the resources of all the cooperating libraries and kept for common reference in the library most concerned be of mutual advantage? Suppose our library, for example, which wants to know whatever is worth knowing about sources of information touching the electrolysis of water and gas pipes, could share the information on this subject alone contained on the cards and catalogues of Stone & Webster? Suppose Stone & Webster, assuming their interest in this subject to be even greater than ours, could unite our references with their own, and keep always available to the librarian from our library the united list, always freshened by the addition of the latest material; would there not be in this a gain to both? And if the cooperating limits were extended to 20 libraries would not the gain be even greater?

Again, take the matter of fire protection of electric car barns. In this subject we are as interested and from a much broader outlook, than they. Yet each has much to give the other.

Sharing is Possible

In the matter of information along this particular line, would not cooperation aid both; and the bibliography of the subject so built up, would it not be vastly more useful than any that either would be likely to build up alone? I am discussing almost entirely sources of information: i. e., of sharing, rather than the material itself. Sharing the material is another matter. In either case, any cooperation on the part of most special libraries calls for careful planning and for the fullest consent on the part of the directorates of the libraries concerned.

Cooperation between special libraries and the public library is perhaps less involved; but even here, perhaps, it is not as simple as it looks.

Our own public library, for example, already has not only a number of highly developed special libraries within its own organization, but it has also an immense amount of material which would be of much greater use to the person seeking information if it were more minutely catalogued or indexed.

In the special library, because of the limited field covered, it is not impossible for an alert librarian to become so familiar with its contents that he is in a measure freed from limitations set by indexes and catalogues. But in a general library this can be true only of general subjects. If the special and public library can work together to render more accessible to readers material already received by the latter it will doubtless increase the ability of both to serve their constituents.

I fancy this cooperation on the part of public and special libraries would be helped by the publication by the latter of bulletins of special literature. Free access could be had to the public library's accessions, and by a simple system of notation it would be possible to indicate what of the references given could be found at the public library. If a file of these bulletins were kept at the public library it would help library assistants who cannot be expected to be familiar with these narrowly technical subjects, to supply information when asked for. The cooperative part played by the public library, in this instance, would consist in placing at the disposal of the special library cataloguer all the material on its shelves bearing on his subject; and in using the indexes provided, when they were delivered to it. The cooperative part played by the special library would consist in furnishing the indexes. As indexes cost money, there would be no inconsistency in the public library paying an annual subscription price for the service.

Whatever gives increased efficiency to the special library, gives it increase of earning power. Librarians, through frequent meetings and lunch-hour talks can do much in an informal way to increase that efficiency. They will learn of new sources of information; where this and that information can be got most quickly; where valuable material on related subjects is to be had in an emergency.

It is quite as necessary to know where one may go to meet the emergency demand as to be able to cooperate along more general lines and in more systematic fashion.

Collectors can Help

Completeness of information is a desideratum. The special library grows rich in informational power as it becomes the repository of unusual and expert data. The special library cannot too soon get in touch with the makers of history and the collectors of the literature of its own and related subjects. It should seek to be thought of as the natural repository of valuable collections. It should feel keenly the slight when a private collector leaves his collections to be dissipated in auction rooms, or sold to already overburdened public libraries. The place for the life collection of a student of genealogy is the well organized genealogical library; the place for the collection of the student of fire insurance literature is the library room on Milk street; the place for a chemist's collection is the chemical library—always with the understanding however, that collections so placed at the service of the special library are to be open to the use of all.

By this massing of the collective genius of many specialists upon the accessions of a single library, it ought to be possible in time to develop in that library an informational chamber of the highest quality.

The special library should aim to command the judgment, good sense and experience of the most capable men of its constituency in its own upbuilding.

Again the earning power of the special library may be increased by convincing those who ought to benefit by its information of its ability to serve them. Advertising the library's scope and the practical nature and character of its information will serve a useful purpose. This is especially true of libraries connected with business and commercial organizations. Not every man knows how to use for his own gain the information to be got from books; and not every busy man has the time to put undigested information into shape to be of use.

In all these ways the special library demonstrates and increases earning power. And in like manner in all the ways mentioned and in others not mentioned, that earning power insures to the benefit not only of its immediate constituency, but of the whole community.

It is apparent that in the growing demand for special information and its prompt delivery without the intervention of slow and indirect methods, the necessity for the library which concentrates its activities upon a single subject is to be more and more recognized. Its intensive methods are to command increasing attention and respect; and specific earning power, which is now too often grudgingly conceded, will be universally admitted.—*Christian Science Monitor*, Jan. 4, 1911.

Scientific Management for Libraries

Scientific management in business, in corporations, and in government departments is very insistently urged and demanded of late, as a prime requisite to success. Why should not scientific management which is the essence of cooperation be carried into the administration of library work? It seems far from conservation of time, energy and expense, that each one of a thousand libraries should catalog for themselves 500 books, which all of them have purchased, when one process performed at a central station would save the time of 999 people for work productive of increased efficiency in service to the users of the several libraries. The same line of reasoning applies equally well to the printing of catalogs and book lists in 1000 different places. Why is it not economy to the whole number to make one setting of type serve the whole aggregation of libraries? Libraries are far from having reached their maximum of possible service to their constituencies. Legislative and municipal reference work and technical assistance to trades workers are only in their infancy as yet. Many libraries are hampered in these fields because of lack of funds. What an immense gain to all if by cooperation between these thousand libraries their various incomes were made to render to each institution three or more times the service they do at present. Why would not the topic of practical cooperation—cooperation that would mean a doubling, tripling, quadrupling of resources—be a most helpful and stimulating topic for discussion in the A. L. A. conference meetings? That identically the same work should be done over and over in each of several institutions means limitation to each one. Why not discuss expansion and the maximum of productivity? Printed catalogs are immense time savers as compared with card catalogs and busy people appreciate time savers. Assistance to busy people who in general are the largest taxpayers would inevitably tend to enlarge the resources of libraries, and this in turn would render them more effectual educational institutions. We have traveled a long road since the time when books were chained in libraries and consequently available only to

a selected few. We have still a long road to travel to the ultimate of service to be rendered—and the traveling will surely be simplified and hastened by cooperation in labor saving and finance saving devices.

Apologies are due the editor of *New York Libraries* and Mr. C. P. P. Vitz for an editorial blunder which resulted in detaching from the reprint of Mr. Vitz's article on "Meeting the Demand for a Printed Catalogue," as given in the October number of *Library Work*, the paragraph of type which indicated the authorship and source of the reprint.

The H. W. Wilson Company wishes to obtain lists of periodicals subscribed for by libraries. Will those libraries issuing such a list kindly assist us by sending us a copy?

Pleasantries

Teacher, checking over her library books: "Annie, have you 'Seven Little Sisters?'"

Annie: "No ma'am, five sisters and one brother."

An ideal book review (adapted from Artemus Ward by Bill Nye): "For those people who like this kind of book, this is the kind of book those people like."

Questions asked of librarians.

"I am going to write on Woman. How shall I begin?"

"Is there anything in the library on civilization?"

"My subject is the past, the present and the future. Is there anything in the library on it?"

"Is 'Pilgrim's Progress in?'" "No." "Well, what other book have you about the Pilgrims?"

With characteristic enterprise, a New York press clipping bureau recently addressed Francesco Petrarca, care of Wm. Heinemann, London, notifying him to send five dollars if he wants to know how much publicity his work—"On the Death of Madonna Laura"—is securing. This from a concern which claims that its "Literary Department is *absolutely perfect*" to an author dead over five hundred years! A short time ago, when Little, Brown & Co. published a new edition of "The Complete Angler," they received a postal card from another clipping bureau addressed to Isaac Walton in their care, soliciting an order for clippings of the review of his new book.—Publishers' Weekly.

Periodicals Included

- A. L. A. Bul.**—American Library Association Bulletin, 1 Washington St., Chicago.
- *Boekzaal.**—Boekzaal. f. 3. 25. Ploegsma and Co., Zwolle, Netherlands.
- Conn. Pub. Lib. Doc.**—Connecticut Public Library Document, Public Library Committee, Hartford, Conn.
- Folkbiblio.**—Folkbiblioteksbladet. kr. 1. Folkbildningsförbundet. 6. Lästmakaregatan, Stockholm. (Quarterly.)
- * For Folke-og Barneboksamlinger.**—For Folke-og Barneboksamlinger. (Quarterly.) kr. 1. Christiana.
- Ia. Lib. Q.**—Iowa Library Quarterly, Iowa State Library Commission, Des Moines, Ia.
- Library, n.s.**—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.
- Lib. Asst.**—Library Assistant. 4s. H. Rutherford Purnell, Central Library, Town Hall, London.
- Lib. Assn. Rec.**—Library Association Record. Single numbers, *2s. Whitcomb House, Whitcomb St., Pall Mall East, London, S. W.
- Lib. J.**—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. Occurrent.**—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.
- Lib. Work.**—Library Work. 50c. The H. W. Wilson Company, Minneapolis, Minn.
- Lib. World.**—Library World. 6s. 6d. Library Supply Co., 181 Victoria St., London.
- Minn. Pub. Lib. Com. Notes.**—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.
- N. Y. Libraries.**—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- News Notes of Cal. Lib.**—News Notes of California Libraries, California State Library, Sacramento, Cal.
- N. C. Lib. Bul.**—North Carolina Library Bulletin, Raleigh, N. C.
- Ohio State Lib. Bul.**—Ohio State Library Monthly Bulletin, Columbus, Ohio.
- Penn. Lib. Notes.**—Pennsylvania Library Notes, Pennsylvania Free Library Commission, Harrisburg, Pa.
- Pub. Lib.**—Public Libraries. \$2. Library Bureau, 156 Wabash Ave., Chicago.
- Special Lib.**—Special Libraries. \$2. Special Libraries Assn., State Library, Indianapolis, Ind.
- Vermont Lib. Com. Bul.**—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wis. Lib. Bul.**—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.

* We are indebted to Mr. F. G. Axtell, Librarian of Macalester college, St. Paul, for translations and digests of the articles in Boekzaal, For Folke-og Barneboksamlinger and Folkbiblioteksbladet.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current Library Literature

October to December, 1910

advertising the library. See Library advertising.

Agricultural books.

Agricultural collections in public libraries. L. E. Stearns. A. L. A. Bul. 4: 788-9 S. '10.

A report on what fifteen or more libraries are doing to bring their agricultural books to the attention of farmers, and on the use made of agricultural bulletins.

Agricultural literature in a reference library. C. W. Andrews. A. L. A. Bul. 4: 789-90. S. '10.

In the first plan of organization for the John C. Rarick library the subject of agriculture was not included in the list of subjects to be covered. To the surprise of the directors the demand for books on agricultural subjects was immediate and made a collection of such books necessary. This demand came from the general public. Books on kitchen gardening, poultry raising, on the Belgian hare, on tree pests, were some of the demands. Market gardeners, investors, absentee landlords, teachers, scientific investigators and writers for agricultural periodicals are some of the users of the agricultural collection which now numbers over 1000 volumes.

Selection and preservation of agricultural periodicals. W. H. Hepburn. Lib. J. 35: 309-11. Jl. '10; Same. A. L. A. Bul. 4: 794-7. S. '10.

Notes on this article are given under the heading Periodicals.

Agricultural libraries.

See also Agricultural books.

Agricultural libraries. J. I. Wyer, jr. A. L. A. Bul. 4: 786-8. S. '10.

There are several types of agricultural libraries. First, there is the college of agriculture library which may be either an experiment station library maintained for the members of the staff, or a general library for the use of students, faculty and research staff. Second, there is the government or state agricultural library and third, the agricultural collection in a large technical and scientific reference library. A good agricultural library must include books on related subjects: viz. chemistry, biology, physics, veterinary science, transportation, etc.

Classification of an agricultural library. W. P. Cutter. A. L. A. Bul. 4: 793-4. S. '10.

Relation of the experiment station library to the college library. C. R. Green. A. L. A. Bul. 4: 791-3. S. '10.

Few experiment stations are in possession of a collection of books worthy of the name of library. The matter can be bettered only when we come to look upon the experiment station as part of the college proper, not as a separate institution. "Working under this scheme, all

the books in the experiment station department should be considered as belonging to the main college library, and under the supervision of the college librarian. He should be considered the custodian—the caretaker, the careful keeper, of them all. All books should be purchased by the college librarian upon request from the proper experiment station officer." These books when properly accessioned and cataloged should be sent as a departmental library to the experiment station. "On the cards in the main library there should be added sufficient information to designate the present abiding place of these volumes." This question of department libraries is one much discussed, but every live and active department must have its books to work with—the experiment station with the rest. All bulletins and reports sent to the experiment station in exchange for printed matter sent out should be received thru the library and such periodical literature as is needed by the station should also be handled by the library.

Selection and preservation of agricultural periodicals. W. H. Hepburn. Lib. J. 35: 309-11. Jl. '10; Same. A. L. A. Bul. 4: 794-7. S. '10.

Notes on this article are given under the heading Periodicals.

American library association.

Annual library gatherings. Bul. Bibliog. 6: 145-6, 175-7. O. '10, Ja. '11.

A criticism of the tendency toward elaborate and formal style of dress at the A. L. A. meetings.

American library association publishing board.

Report from the A. L. A. publishing board on printed cards for serials. C. W. Andrews. A. L. A. Bul. 4: 774. S. '10; Same. Pub. Lib. 15: 350-1. O. '10.

Notes on this article are given under the heading Catalog cards, Printed.

Architecture. See Buildings.

B

Bibliography.

Bibliography and documentation in general; votes recorded by the Brussels congress of bibliography and documentation, 1910. Lib. Assn. Rec. 12: 479-83. O. '10; Same. Lib. J. 35: 447-9. O. '10.

Co-operation of the state libraries and the Library of congress in the preparation of reference lists. H. H. B. Meyer. A. L. A. Bul. 4: 713-5. S. '10; Same. Special Lib. 1: 60-2. O. '10.

A discussion of the topics which fall within the scope of the Library of congress bibliographical research department.

Bibliography—Continued.

Sources of municipal information. F. Rex. Special Lib. 1: 75-6. D. '10.

The publications of the United States census bureau include statistics of cities and monographs on water supply, sewerage systems, milk, etc. The bulletins of the Labor bureau often contain comparative material on municipal functions, public utilities, education, hours of labor, housing, the liquor problem, etc. The Bureau of manufactures issues such reports as municipal markets and slaughter houses in Europe and municipal taxation in Europe. The two best bibliographies are Brook's Bibliography of municipal problems, and Brown's List of titles on municipal government. City charters and ordinances can be had for the asking. Halton's Digest of city charters is very valuable. "The annual municipal departmental reports must be thoroughly indexed to make them available as sources. Published proceedings of aldermen and city councils must be had if one would keep abreast of the times."

Binding and repairing.

Book binding in the school. G. W. Eggers and O. L. McMurry. il. Manual Train. 12: 9-27; 130-42. O.-D. '10.

Modern tendencies in bookbinding. E. Preston. il. Ind. 69: 1266-71. D. 8, '10.

A sketch of the development of the art of fine bookbinding.

Reinforced bindings. Pub. Lib. 15: 431-2. D. '10.

Report of the A. L. A. committee on bookbinding, 1910. A. L. Bailey. A. L. A. Bul. 4: 646-8. S. '10.

Syllabus of a course on elementary book-making and bookbinding. S. J. Freeman. (Columbia univ. Teachers' college. Syllabi, no. 1.) 42p. il. pa. 20c. '10. Teachers' college, Columbia university.

Blind.

Report of the A. L. A. committee on library work with the blind, 1910. E. R. N. Delfino. A. L. A. Bul. 4: 648-56. S. '10.

Book binding. See Binding and repairing.

Book buying.

List of editions selected for economy in book buying. L. Jeffers. 23p. pa. 25c. A. L. A. Pub. Bd.

"The list of books here presented is not suggested on account of its literary value for use as a basis of book selection by libraries, but it consists of popular titles which are published in more than one edition. It is a list of low-priced editions in publisher's covers that are of suitable type and paper for library use. For brevity, titles are usually omitted that are desirable to purchase only in the original copyright edition, as this edition can readily be found in the American and United States catalogs; or, if out of print in America, a similar priced edition may often be found in the English catalog. In a few instances two editions are listed both being recommended for purchase. The collected works of an author are given when there is a choice of editions, and when all the volumes are issued by the same publisher at a uniform price per volume, and are sold separately. Prominent titles contained in these sets are listed separately to call attention to editions desirable to purchase. Poetry is usually listed as Poetical works." This list

should prove invaluable to the small library whose funds are limited, and whose librarian has therefore little opportunity to know the relative merits of editions, as well as to the large library that buys for branches. It is not a selected list in the sense of recommending titles for purchase.

Report of the A. L. A. committee on bookbuying, 1910. W. P. Cutter. A. L. A. Bul. 4: 506-9. Mr. '10.

Possible economies are summarized as follows: "Order no book without carefully considering whether it may well be omitted altogether; whether its purchase may not be delayed; whether it may not be obtained cheaper abroad than in the United States; whether it may not be found at a cheaper price from dealers in 'remainders', or in a cheaper edition. Do not buy from travelling agents except after the most careful examination of the claims of the agents. Spend a large part of your time in examining catalogs. Do not forget that you can do no good work without proper tools, and so provide yourself with the regular trade catalogs, and such of the helps as you can afford. To epitomize, put the same time and thought in your purchasing as you spend in taking care of them after bought."

Book reviewing.

Practical book reviewing and manuscript reading from the inside. W. Rice. A. L. A. Bul. 4: 630-3. S. '10.

Few newspapers in America pay a literary editor. The prevailing idea is that "anybody can review a book." The newspaper reading public doesn't care for book reviews. Magazines are becoming more journalistic and in the matter of reviews stand on a plane with newspapers. "I have no notion how such a state of affairs is to be remedied except by the universal method of education. When people are educated to look into the literary column for something besides a mere passing fancy of an immature mind in the way of a review, the papers will give them something better."

Present day book reviewing. H. E. Haines. Ind. 69: 1104-6. N. 17, '10.

Book selection.

Foreign law in state libraries. C. C. Soule. A. L. A. Bul. 4: 702-3. S. '10.

Notes on this article are given under the heading State libraries.

Non fiction in our libraries. J. Broch. For Folke-og Barneboksamlinger. 4: 118-26. D. '10.

Chairman's address at third meeting of Norwegian librarians.

Selection of fiction. B. H. Johnson. Vermont Lib. Com. Bul. 6: 2-7. D. '10.

Notes on this article are given under the heading Fiction.

Selection of technical books and periodicals. H. Frost. A. L. A. Bul. 4: 663-6. S. '10.

A type of book to be avoided in the selecting of technical books is the one that is merely a "rehash" of material contained in trade publications." An opposite type is the book well written and carefully compiled from the most reliable sources. This, while adding nothing to our present source of knowledge, is to be recommended and may be given a place in the library. A fact to be emphasized in the selection of technical books is that they go out of date so quickly. The lack of reliable reviews of technical books increases the difficulty of selection. "The ideal book review should be a disinterested appraisal or analysis of the book judged by the standard of its usefulness to a certain class of readers."

Book selection—Continued.

To all readers it is important to know if the book contain later material than a book of a year ago, or if it treat the subject more thoroughly than some other book; if it is more practical, or mathematical, or statistical, or theoretical; whether it is a book written for reference only, or as a text-book. Another important part of the review is the estimate as to the value of the index."

Book storage.

Essay on modern methods of book storage. H. Woodbine. Lib. Assn. Rec. 12: 446-54. S. '10.

The stack system used in large libraries in America and in some libraries in England, is the most economical of all systems in respect to space, but presents difficulties in lighting, heating, and fire risks. Mr. W. F. Poole advocated separate fire-proof rooms with suitable accommodations for readers and a specialist in charge of each room. This theory is not practicable in any but very large libraries. In England double-sided book presses are used on the floor and around the walls of reference and lending rooms. The shelving is of wood, iron or steel, but steel is preferable in respect to protection against fire, economy of space, and lighting and ventilating. The double press should not be more than 7 feet 6 inches in height, and the shelves should be adjustable. Special wall shelving is used for folios and quartos and rack shelving is used for bound volumes of newspapers.

Book-worms.

Insects destructive to books. W: R. Reinick. il. Sci. Am. S. 70: 408-10. D. 24, '10.

The ancients knew that books were destroyed by insects for Aristotle, Horace, Ovid, Martial, and Lucian speak of bookworms. It has been stated "that more books and papers are destroyed by small forms of life in one year than by fire and water combined," and facts seem to prove the statement true especially where libraries are located in the warm regions. The writer contends that insects have instinctive powers and are searching for the substances which contain the vegetable or mineral matter suited especially to them. Hence he divides the book-worms into paste eaters, paper eaters and binding eaters. Poisons as a remedy are practically worthless because what will destroy one insect will attract another. Cleanliness is of more value than all poisons combined.

Buildings.

Harper memorial library of the University of Chicago. il. Pop. Sci. 77: 513-5. O. '10.

New York's new library. L. Cleveland. il. World To-Day. 19: 1235-43. N. '10.

C**Catalog cards, Printed.**

Report from the A. L. A. publishing board on printed cards for serials. C. W. Andrews. A. L. A. Bul. 4: 774. S. '10; Same. Pub. Lib. 15: 350-1. O. '10.

Since 1896 the publishing board has been issuing printed cards for analytical entries from a selected list of serials, but recent developments seem to demand a reorganization of the plan under which these cards have been issued. "The developments which make necessary a revision of the work are: first, the issue of the Library of congress cards; second,

the extension of that work, in accordance with its recent offer, to include certain classes of desirable titles received from other librarians; third, the issue of the 'International catalogue of scientific literature; fourth, a growing feeling that the list is altogether too miscellaneous; and fifth, the change in editor made necessary by the change in the location of the work of the board." The board recommends three moves which will result in a more satisfactory system. "In the first place, they propose to ask the Library of congress to undertake, on its own account, a few serials—strictly monographic in character or else published by the United States government—which would appear to have been overlooked. In the second place, they hope that that library will extend its offer to print titles furnished by other libraries, when five subscriptions are assured, to include material from the more important serials even if not strictly monographic in form or character. In the third place, they would be inclined to drop all special periodicals containing only short articles, and perhaps all scientific periodicals covered by the 'International catalogue.'"

Cataloging.

See also Classification.

International cataloging rules; inquiry for the preparation of a scheme of international catalog rules. Lib. J. 35: 429-34. O. '10.

The Anglo-American rules should be adopted as the basis of international rules because "little need be done to render their universal application possible." Already most of them are so formulated that their scope is international. Universal rules are necessary to establish international cooperation. Suggestions are given on forms of names, alphabetical order, international words, adjectives, etc.

Name-making and cataloging of names. J. N. Eno. Lib. J. 35: 553-5. D. '10.

The proper form under which to enter names of authors frequently offers a problem to catalogers. A knowledge of the methods of naming and the makeup of names is of great assistance oftentimes. This information is supplied by Mr. Eno in a clear and concise way.

Name tables adapted for the Netherlands from Cutter's Author marks. M. Wiersma and H. E. Greve. Boekzaal. 4: 443-56. N. '10.

In Europe Cutter's tables were almost entirely unknown until 1906, when they were used in Norway.

Catalogs, Printed.

Meeting the demand for a printed catalog. C. P. P. Vitz. N. Y. Libraries. 2: 124-8. Jl. '10; Same. Lib. Work. 4: i-v. O. '10.

The question of a printed catalog is still an unsettled one. The demand for it by users of libraries continues; they are accustomed to receive catalogs from business houses, why not from the public tax-supported library. A card catalog is not easy to use, neither is it easy to understand. The printed catalog is in familiar form; "many titles are on one page, and a whole column can be taken in rapidly with one glance of the eye. Every librarian will admit its superiority in this respect. Merely to imagine using a city directory on cards and looking for John Smith or William Brown will make this clear. It is much more compact and economical of space and may be taken readily from place to place as may be convenient." Because it is in many copies and is available wherever needed outside of the library as well as inside, the demand for it will become even more insistent than it is now as the work of the library is extended.

Catalogs, Printed—Continued.

Again the advertising value of a printed catalog is important. While the card catalog is passive the printed catalog is aggressive; by its very presence it calls attention to the library. The chief arguments against a printed catalog are its expense and its incompleteness. Its preparation is a long process, made longer by the time required for typesetting, proof reading and press work so that when it is completed it is out of date, and every passing month adds cumulatively to this defect. The titles of books worn out and lost cannot be eliminated from its pages neither can additions be made except by supplements in a separate alphabet. The common assumption in the discussion has been that a printed catalog must be complete but this is not necessary. A judicious selection of titles would prove far more satisfactory, would be much more economical and would be up to date much longer. Every library must always have a card catalog and with it there is no adequate reason for a complete printed catalog. An arrangement by subject with author index is more useful than one based on the dictionary catalog plan. When it is impossible to have the printed catalog for lack of funds newspapers may be resorted to. In general they are very courteous in the matter of printing material furnished by the library. Many times they are willing to hold the type for a time and if so bulletins can be issued from time to time with comparatively little expense. "A printed catalog if decided upon at all, should, in my judgment be selective and omit books out of date, e.g. old text-books, and in general books that would not merit replacing. The whole class of fiction can be omitted and its place taken by the Newark or some similar list. Books for children can be similarly provided for. A resultant list would be less expensive, be a safer guide in reading and would not get out of date so quickly." The H. W. Wilson Co. of Minneapolis "proposes to build up an office catalog of standard titles, at first only of fiction and books for children. In this catalog there will be entered as far as possible all the desirable titles in these fields, as determined by an examination of the numerous library lists. But this catalog is not one of cards. It is a catalog in metal type. Each title is set up in linotype slugs and each slug will print a whole line. All that is necessary for a library to do, is to send an order, with a list by author and title, for the books in its own collection, for which it wants a catalog. The process may be even more simple. A complete printed list of the titles available will be sent by the Wilson Co. and a simple checking in the margin of titles desired will indicate the selection. When the order is received, all the firm needs to do is to select for each title the appropriate linotype slugs in the order wanted and to print from them. It is a method of cooperative printing in which the cost of composition is distributed widely, in which delays in printing are slight and the worry over preparation of copy and proof reading absent."

Children's department.

See also Children's reading.

Library work among foreigners. J. Kudlicka. Pub. Lib. 15: 375-6. N. '10.

Children in a Polish district were found to respond readily to kindness. Lessons in cleanliness proved effective and one mother sent her thanks to the librarian for a cake of soap presented to one of the most untidy children. Parents can be most easily reached thru the children.

Library's part in making Americans. M. P. Daggett. Delin. 77: 17-8. Ja. '11.

The librarian in the weekly story hour tells of Lincoln and the Lincoln books are in such demand that they are never on the shelves. The East side literally wears out scores of copies of them annually. This is one of the things the library does for the immigrant. A

library used to be a collection of books, now it is a civic center. Nothing is too much trouble for it if thereby the child is benefited. In it are books with beautiful bindings, an aquarium and a bulletin board with almost daily new poster pictures to announce such events as holidays, the coming of birds in spring, etc. Then there is the once-a-week story that fascinates and draws the children from the street. In New York where professional story-tellers make the rounds of the libraries, children line up for two hours to await their coming. New York's East side libraries probably reach more of the population than do any other libraries in the country, and one third of the borrowers are children.

Children's reading.

Adaptation of the classics. Pub. Lib. 15: 384-5. N. '10.

"Such adaptations result in a loss of power, beauty and fitness. The classics, since they are classics, are the product of great minds and the effrontery of the smaller mind in attempting to improve interpret these great minds is without excuse."

Books and village children. A. M. Foster. Lib. Assn. Rec. 12: 566-72. N. '10.

Children's books for Christmas gifts. Minn. Pub. Lib. Com. Notes. 3: 66-71. D. '10.

Christmas book exhibit in libraries. M. W. Plummer. Lib. J. 36: 4-9. Ja. '11.

Notes on this article are given under the heading Christmas exhibits.

English illustrators of juvenile books. H. Macfall. il. Good H. 51: 523-31. N. '10.

Picture books for children. C. W. Hunt. Outlook. 96: 739-45. N. 26, '10.

Recent books on useful arts for boys and girls. M. Bartelson. Minn. Pub. Lib. Com. Notes. 3: 62-3. D. '10; Same. Pub. Lib. 16: 12-4. Ja. '11.

At certain periods in their lives children are immensely practical. Then "books of invention and industry are read greedily for information on all sorts of subjects; the study of carpentry and electricity is in the ascendant for boys, while that of cooking and sewing attracts the girls. Their demand is for 'something doing' and it is to find out how things should be done that books along this line of thought are in demand. The influence which this work exerts upon a child's taste and character should not be ignored."

Christmas exhibits.

Christmas book exhibit in libraries. M. W. Plummer. Lib. J. 36: 4-9. Ja. '11.

The plan of exhibiting a choice selection of books for Christmas buyers was first tried at Pratt Institute in 1892. Out of 55 libraries interviewed 37 are now found to make such an exhibit. Books are sometimes loaned by the publisher, sometimes by the dealer and sometimes purchased outright by the library. A few libraries take orders for books. As to the value of the exhibits there is a division of opinion, a few libraries express doubt as to whether the value is in satisfactory proportion to the time and work required. Some of the points noted in favor are: buyers are aided in making selections among the much advertised new books; good editions of older books, handicapped because no longer conspicuously advertised, are called to the attention of readers; buyers of adult books are afforded a quiet place in which they may examine them at leisure—an opportunity not accorded them in the shops; an exhibit of the best children's books, well and attractively bound, will go far to-

Christmas exhibits—Continued.

ward counteracting the careless and unintelligent giving of cheap, even vulgar, gift books made up for the holiday trade. Several libraries report that they have made the Christmas exhibit the basis for a permanent collection of books recommended as gifts for children. The object in making such an exhibit is not merely to aid in gift selecting. "The ideal, has been to recommend books people might like to own as well as to read." A summing up of the conclusions arrived at by the librarians who have tried the plan shows that the conditions essential for success are: "attractive copies of the books, with considerable range in price; either lists giving publisher and price, or slips containing same to be put into the books, or both; an attractive, artistic and at the same time more or less systematic arrangement of the books, where they can be easily seen and the handling of them supervised as much as is absolutely necessary, no more; advertisements, in the papers, before mothers' and teachers' clubs, in the Sunday schools, etc; intelligent and interested and sympathetic attendance by those appointed to supervise the exhibit."

Circulation of books.

Large circulation of fiction, what circulation shows, and how circulation can be improved. N. Y. Libraries. 2: 154-6. O. '10.

It is a shock to the average person to find that 70 volumes of novels circulate to every 30 volumes of all other kinds of books, but such statistics do not represent the work of the whole library, nor its most important work. All libraries have reference departments, and the work done there does not appear in the figures for circulation. A report of reading by hours instead of by books would greatly change the fiction percentage. Again in one typical city library 7 per cent of the library's patrons drew 60 per cent of the novels issued. But "every educational agency must approach the people where they are. The love of a story is the most universal intellectual trait of human nature, and it is only by meeting this instinct that a large part of the public can be won to the joys of reading and to the library habit." Often interest in a story leads to books that treat of the problem or subject matter it calls attention to.

Classification.

Brown versus Dewey. R: Wright. Lib. Asst. 7: 227-37. O. '10.

The Dewey decimal scheme is a pioneer published thirty-five years earlier than Brown's subject scheme, hence the latter should show many improvements. Dewey's is purely a finding system, Brown's a system fitted to the notation. Dewey's object is "practical usefulness," Brown's "logical order." In Brown's logical order "the material side of science has been selected as a foundation upon which to construct the hierarchy, for matter and force are assumed to precede life and mind. Life is supposed to rise out of matter and consequently follows. The arrangement of the different forms of life is evolutionary, proceeding from the lowest species, botany, through animal life to its highest form, human life. The instinct of procuring food and clothing, that is, the application of plant and animal life to human needs follows, as indicating the primitive exercise of the mind. Philosophy and religion as secondary applications of the mind are placed next and are succeeded by social and political science; man brought into contact with his fellows, and the resultant formation of society. The means of communicating and recording the earlier operations of the mind in thought—language and literature—form the next step in the hierarchy. As a record

of the whole of life the products of literature—literary forms and history—follow: the literary forms being placed first because fable and mythology are thought to have preceded history." A distinct characteristic of the Dewey system is "the evolution of the mind of man in its acquirement of knowledge. Man's mind becomes first active when he realizes that he is a being and forms part of a phenomenon. Enquiry into the causes and laws of all phenomena naturally follows (represented by philosophy) with the result that at the outset, an idea of a supreme power (natural theology) is acquired. The Christian religion is gradually revealed to him; the dividing line between natural and revealed theology being the Bible, the source of all revealed religion. The mind is next exercised in his relations to fellow men (sociology). After the primitive tribal divisions, a means of intercommunication (philology) was set up, and by the comparison of ideas, the facts of nature, as represented by the class Science, became known. The application of this knowledge to human needs—useful and fine arts—would naturally follow; useful arts leading, because sciences were first applied to enable the necessities of life to be obtained and were afterwards used for the production of pleasure. Literature, the greatest of the fine arts, provided a means of keeping a record, or of formulating history, which forms the last class." The defects and effects of each scheme are gone over class by class and the author finds that "in the question of order Brown is generally an improvement over Dewey." Brown is more suitable for English libraries, Dewey being too Americanized for them. Dewey's notation is simpler while Brown's is more expansive. "Taking into consideration all points one must acknowledge that Brown's scheme is as we must expect, owing to the difference of the date of compilation, the better scheme, and one worthy of its author and at the same time of consideration if not adoption by all English libraries."

Classification of an agricultural library. W. P. Cutter. A. L. A. Bul. 4: 793-4. S. '10.

Exact and practical classification of books. A. Mairé. *Courrier des bibliothèques*. Jl. '10.

There can be no absolutely exact classification in library work. The systems of Soboltschikoff, Dewey, J. D. Brown and Lebas are briefly described, also that of the International catalogue of scientific literature. The first, with its four or five divisions based on the size of the book, is used by the commission of French university librarians. The last, favored by the author, is derived from the system of Brunet and employs three initial letters. There is need of an international classification and catalog.

L. C. classification schedules. Pub. Lib. 15: 386-7. N. '10.

Simplified book-notation. H: E. Bliss. Lib. J. 35: 544-6. D. '10.

Book-numbers "ordinarily consist of the Cutter order-number for the author, often followed by a lower-case letter for the title of the book, sometimes by a third designation, the volume-number preceded by the abbreviation v.; and in some places (where there are duplicates) by a fourth designation, hardly abbreviated, for the copy." With the close classification in use at present these numbers might well be simplified and the long class marks be compensated by short book-numbers. For large collections of fiction or biography the three-figure Cutter tables may be necessary but in smaller classes not even two figures after the initial are necessary to designate authors. The guide for each library in assigning book-numbers should be its own shelf list.

College libraries.

How to increase the culture reading of college students. I. A. Kidder. Pub. Lib. 15: 419-20. D. '10.

In technical colleges courses are so crowded that little time is left for cultural reading. By means of bulletins, special shelves, reading tables and personal effort the librarian should bring attractive books, both new and old, to the attention of the student. In this Oregon library the great eastern dailies are kept on file in order that the boys' political and economic interests may not remain wholly sectional. A course in library practice required of freshmen aims to arouse an appreciation of and love for good reading.

Library in relation to the university. C. H. Compton. Lib. J. 35: 494-503. N. '10.

The library is an institution for the education of the many. Whether a boy leaves school at the fifth grade, high school or university, his education is not complete. The library is the only institution in which he can continue his education and the public library is making every effort to afford him the facilities he needs. The college library, on the contrary, has been merely a follower, never a leader in library progress. One reason has been the slow recognition of the importance of the library in education. Fifty years ago college libraries were open only at certain hours during the week. In 1881 the United States Bureau of education advanced a new idea when it issued a bulletin entitled "College libraries as aids to instruction." Altho we have advanced far since that time, the college library still lags behind the public library. In the first place, it has seldom had adequate support. While the college as a whole has usually had to practice rigid economy, the appropriations for the library have never been in just proportion to the allotment for other purposes. In the second place, there is a lack of understanding as to the position of the college library. While it is related to all departments it should not be looked upon as a mere adjunct. It must be recognized as an individual department. "The library does have a very vital connection with the other departments, and the closer the relation the greater aid the library can give. But there must be one consistent policy of the whole library, and by the whole I mean all the books which the university owns. This library must be administered so that it may serve its function both to students and faculty. I hold that the function of a state university library is to serve faculty, students, and the people of the state." The faculty will use the library for two purposes, to enrich their instruction, and for research work. If a book is used by one professor only, its purchase will be justified if thru the reading of it he can bring to his class the best that modern scholarship has to offer in his field. Students use the library for two purposes, because they have to and because they want to. The amount of required reading in every course is increasing. Aside from this the library should encourage the students in general cultural reading. Thru mail orders and thru university extension work, state university libraries are beginning to meet the needs of the people of the state.

In the administration of college libraries, as in public libraries, the librarian should be given all the freedom possible. A faculty committee with advisory powers and a voice in the apportionment of funds to the various departments is desirable. The head of each department in consultation with his associate professors should select the books bearing on his line of work. All general reference books, general periodicals, and books of general culture should be selected by the librarian. The question of departmental libraries is still an unsettled one. Books bearing on law, medicine, engineering and the pure sciences may be

separated, but those on sociology, history, political science, education and literature are so closely related that any attempt to separate them into departmental groups has proved a failure. It can only be done by many duplications. Departmental libraries when they exist should be under supervision and should be open the same number of hours as the general library. The question to be kept in mind by both faculty and librarian is that of usefulness. A book in demand by several departments would be of most value if kept in the general library. Students need all the practice they can get in the use of a general library. North Dakota has a course in bibliography required of all freshmen. Its main purpose is to familiarize students with the library. More work along this line is to be recommended.

Relation of the college library to the local community. W. I. Fletcher. A. L. A. Bul. 4: 767-9. S. '10.

"Ownership is trusteeship" is the statement of a new doctrine of wealth that has been formulated in our own day. This refers not only to the possession of great personal riches but to resources of any kind in the possession of institutions. "Recognizing the potential value of what is in our college libraries, not only for the furtherance of the college work, but for the help and uplifting of the community about us, we may well seek for means of establishing such relations as will put these resources in the way of as complete exploitation as possible." Aside from cooperation with the public library, the college library's best means of influence in the community is thru the public school. "The college library can find no field of usefulness, outside of the direct work of the college, more promising and fruitful than is offered by the teachers in the schools. The small town library may contain some books of special value to teachers but the ample collections in the college library, and the scholarly atmosphere which prevails there, should make it a place to which the teachers, especially in the high school, would constantly resort." Inquiries sent to about fifty college libraries brought replies which show that the practice of encouraging teachers to use the library's resources is very general. Only the larger libraries can loan books freely but in others teachers are made welcome for reference work. "When we consider the vital importance to the colleges of any thing that can be done to improve the quality of secondary instruction, we can but be convinced that such help as can be given along this line is not only a public benefit, but also has its direct reaction on the college itself." Another avenue of influence is found in the many study clubs. The work done by such clubs may seem superficial, but remembering that any movement of the kind will react on the community, the college may well encourage it. Few college libraries can open their doors to the public generally but those individuals who are really bookish and who know how to make good use of a library should be welcomed.

Relation of the college library to the public. W. K. Jewett. A. L. A. Bul. 4: 762-5. S. '10.

The word "public" as used here includes all persons not connected with the college. "Colleges and universities are chartered by the state for public purposes, and the powers conferred on them by charter are to be used for the benefit of the public and not for private or commercial ends. . . . It is a matter of opinion how far it is expedient for the institution to go in the direction of tendering its facilities to those not enrolled in its membership. Undoubtedly its first duty is toward the members of the college, and expediency must determine in each individual case what can be done for the public without interfering with the rights of those to whom the college primarily ministers." The college library is better able to serve outsiders than are the

College libraries—Continued.

other departments. Such service is usually performed thru cooperation with the public library and by means of the inter-library loan. The most complete co-operation yet contemplated is that provided for by an Iowa law which permits colleges and towns to undertake the joint maintenance of a library. In the one instance in which this plan has been put into effect it seems to be not wholly satisfactory. College libraries sometimes exercise the function of a public library during vacations. Williams college, located in the Berkshire hills, throws open its library to summer visitors. The University of California library rendered valuable assistance after the earthquake and fire which destroyed the San Francisco libraries, by opening its law and engineering collections for the use of professional men. Libraries should be open for such use at all times. A state university library which depends for support on the good will of the voter will benefit in a material way thru cooperation with professional and business men. College libraries located in small towns have found opportunities of helping local book-sellers and public librarians in the matter of book selection. The university library may serve the public and the library and literary world generally by the publication of bibliographies. This may be its most permanent contribution to public welfare.

Relation of the experiment station library to the college library. C: R. Green. A. L. A. Bul. 4: 791-3. S. '10.

Notes on this article are given under the heading Agricultural libraries.

Relation of the state university library to the other libraries of the state. P. L. Windsor. A. L. A. Bul. 4: 765-7. S. '10; Excerpts. Pub. Lib. 15: 348-9. O. '10.

Inter-library loans offer the first means of cooperation between one college library and another, and between college and public libraries. To supplement the needs of a local library boxes of books, lantern slides, and pictures are loaned for limited periods. There is no reason why material of this kind should not be sent out thru the state, as the university is often better equipped for such work than the state library or library commission can be. In the maintaining of library training schools the university can render valuable service as the introduction of such training courses falls so naturally within the scope of a university's activities. The superior bibliographical skill of the university library staff should always be at the command of smaller librarians. General reference questions should be answered willingly and gladly. In the distribution of its own publications a university should give first thought to the needs of libraries of its own state. In addition to these specific forms of service it is assumed that the university library will actively support all movements for library betterment within the state.

Report of the A. L. A. committee on co-ordination of college libraries, 1910. W: C. Lane. A. L. A. Bul. 4: 656-60. S. '10.

University libraries. Pub. Lib. 15: 420-1. D. '10.

"As a general thing, university life fosters the literary spirit of the one who shows extraordinary skill in the field of letters, but for the rank and file of students there is so little done to cultivate an appreciation of books other than as tools for the moment, that university libraries are as mere piles of accumulated rubbish to the majority of students. The faculty itself regards the library as a sort of toolshop. . . . The library is whatsoever the librarian is. If the latter is alive, energetic, well versed in literature, art, science, questions of the times, open to suggestion, catholic in

spirit, the library comes somewhere near fulfilling the real object of its existence, despite a board of fossils or uninformed regents. If the librarian is dull, slow, pedantic in opinion, steeped in one subject to the exclusion of all others, narrow in outlook on life, people, progress and his profession, then—well, the result is all around us."

Commercial libraries. See **Special libraries.**

Cooperation.

Cooperation. Pub. Lib. 16: 16-7. Ja. '11.

The business methods that are in the commercial world should penetrate to the libraries which are issuing lists on identical subjects, and state library commissions that publish lists and tracts that are already in print. Nothing is gained by such duplication.

Co-operation of the state libraries and the Library of congress in the preparation of reference lists. H. H. B. Meyer. A. L. A. Bul. 4: 713-5. S. '10; Same. Special Lib. 1: 60-2. O. '10.

Report from the A. L. A. publishing board on printed cards for serials. C. W. Andrews. A. L. A. Bul. 4: 774. S. '10; Same. Pub. Lib. 15: 350-1. O. '10. Notes on this article are given under the heading Catalog cards, Printed.

Report of the A. L. A. committee an co-ordination of college libraries, 1910. W: C. Lane. A. L. A. Bul. 4: 656-60. S. '10.

Report of the committee on co-ordination. C. H. Gould. A. L. A. Bul. 4: 660-1. S. '10.

Copyright.

Copyright law reform. Quar. 213: 483-500. O. '10.

Copyright question. Edin. R. 212: 310-27. O. '10.

A discussion of the 1910 English copyright bill.

Imperial copyright. G: H. Thring. Fortn. 94: 688-96. O. '10.

A summary of the work of the imperial copyright conference.

County extension.

Co-operation on the part of commissions with public libraries in their efforts to reach the farmer. C. H. Milam. A. L. A. Bul. 4: 746-51. S. '10.

Notes on this article are given under the heading Library extension.

E

Exchanges, International. See **International exchanges.**

Exhibits of libraries.

Boys' exhibition at the Greensboro, N. C., public library. Greensboro Daily News. N. 26-27, '10.

"Meaning, as it does, the creation of interest among the boys in applying useful ideas to practical endeavor and achievement, the exhibition is of far-reaching consequence, and is of such great value that if the citizens of Greensboro appreciated its full significance

Exhibits of libraries—Continued.

they would lend their efforts and attention to making it perpetual and on a larger scale." Already it is inspiring the boys to "more determined efforts along the lines of material usefulness and endeavor." Five wireless outfits are on exhibition. "The sheer pluck and spirit, the library comes somewhere near fulfilling the real object of its existence, despite determination to make their ideas practical, making their instruments from scraps that have been left as useless by electricians, pieces of tin, rude blocks, stray wires, is admirable." An aeroplane that will fly is exhibited by a twelve year old boy, "made by his own hands and fashioned after his own ideas. . . . Encouragement of their efforts, and expressions of interest in their accomplishments will mean an incentive to their rounding out ideas that are now just beginning to flourish. . . . The first things that catch the attention of one entering the room are the clicking of instruments, the ringing of bells that have been touched off from across the room by waves of electricity, and the busy air of the little fellows as they adjust the screws and the delicate portions of their instruments. You are handed a receiver, place it over your ears and you hear distinctly the little clicks—dots and dashes as they are called in the Morse code. You understand nothing, of course, but the experienced young hand and ear take the receiver, and he repeats a message that has been sent without the aid of wires. These boys know what they have done, and can explain every detail of their work. . . . They crowd about you in groups and feverishly tell what this wire is for, that switch, that bell, these planes and this propeller, and they not only give you the opportunity of experimenting with the things, but explain the principles that are at work. They give you free exhibitions of electrical phenomena, and are supremely happy to be able to do so." The exhibition was pronounced a decided success and another one is announced for next year. One of its promoters says "I see that this is simply a forerunner of greater efforts on the part of the boys, and the nucleus of what may be a salient feature in the establishment of a museum in our public library. It may also stir up our business men in such a way that some step may be taken in establishing a workshop in some part of the city where those boys who are unable to work in the daytime may come and carry on their experiments during the evening. It will keep them from the streets and lead in new ideas."

Christmas book exhibit in libraries. M. W. Plummer. Lib. J. 36: 4-9. Ja. '11.

Notes on this article are given under the heading Christmas exhibits.

F**Fiction.**

Fiction, old and new,—as advertised. E. T. Reed. Minn. Pub. Lib. Com. Notes. 3: 58-61. D. '10.

The large amount of new fiction read "is the direct result of commercialism, and the artificial aspects of the age. . . . "Under natural conditions great fiction gets its due" always. As librarians we can remedy the best seller craze by elevating our own tastes, by having enough of the classic novels to supply the demand, by displaying these as prominently as the novels of the hour, and we "may adopt the very methods of commercialism, and out-Herod the Herods themselves. Thus, a series of placards might read: 'John Halifax; 30 of our boys and girls have read it; have you?' 'Ramona has already visited 20 homes in this city. Yours?' 'David Copperfield; millions have read it; thousands are doing it now.' 'Jean Valjean; he is a world's hero, and should be yours.' And so forth, as flamboyantly as you dare. It sometimes takes fire to fight fire."

Large circulation of fiction, what circulation shows and how circulation can be improved. N. Y. Libraries. 2: 154-6. O. '10.

Notes on this article are given under the heading Circulation of books.

Selection of fiction. B. M. Johnson. Vermont Lib. Com. Bul. 6: 2-7. D. '10.

The tests of language, simplicity and clearness, good taste, truth, and of the effect on the reader, should be applied to all books. "After having applied all of the tests, we may include novels portraying a happy and redned home life, even though lacking something of strength of style or interest of plot; we may include stories of daring and adventure, which stir the blood and stimulate courage without glorifying brutality; we may include mystery stories, which present problems for clever brains to solve without making the evil courses of the villains (or heroes) alluring; we may include romances which bear us away from this workaday world to a land of beautiful women and noble chivalrous men, provided that the wings of the story do not weaken or falter or drop us by the way; we may include all books which tend to cultivate the imagination, to make us keen and alert, mentally, to make us fine, happy, kind, broad and strong."

Finance.

Financial responsibility of the librarian.

E. F. McCollough. Wis. Lib. Bul. 6: 120-1. S. '10.

The librarian must administer the library in a business like manner if she would gain respect. "Recommendations as to expenditures must be carefully weighed before they are presented to the trustees. Exact estimates as to cost should be quoted when possible. The sin of extravagance is one which no librarian can afford to commit." Library records should be absolutely up to date. The librarian should learn the business methods of other city departments and adopt as many of them as may prove useful in her own work.

Presenting the financial needs of the library. M. S. Dudgeon. Wis. Lib. Bul. 6: 114-7. S. '10.

If the library does big things for the community the community will be more ready to give it money. It should serve men of affairs as well as school children and club women. If it renders service to city officials that saves them time and money they will deal fairly with it in matters of appropriation. Give to these officials a budget of itemized expenses and if additional funds are asked for show how they will be used.

Trustee's responsibility for the library income. L. E. Stearns. Wis. Lib. Bul. 6: 117-20. S. '10.

The finance committee of the trustees should attend the meeting of the city council at which the yearly budget is to be compiled in order to see that the amount needed by the library is actually included. It is unwise to have a surplus left from the preceeding year for it sometimes leads to a lesser amount being appropriated. Apportion the funds to advantage and then spend them.

Foreigners and libraries.

Carnegie library of Pittsburgh, and the foreigner. C. E. Howard. Penn. Lib. Notes. 3: 12-6. O. '10.

The library is one of the best agencies for self help for foreigners. They are quick to learn and eager to secure an education. Many of them take home primers and first and second readers so that they may learn to read and write at home. As a rule foreigners like good books.

Foreigners and libraries—Continued.

Library work among foreigners. J. Kudlicka. Pub. Lib. 15: 375-6. N. '10.

Do not try to Americanize the foreigner too soon. Try to preserve his love for his own traditions and language. He will be a better citizen for it.

What can libraries do to aid the foreign speaking peoples in America? P. Roberts. Penn. Lib. Notes. 3: 16-24. O. '10.

"If the libraries are to meet the needs of the foreigners they must first of all know what foreigners they have, what is their culture and economic condition, for an intelligent understanding of these things will help in the solution." Foreigners should not only have literature in their own language but they should have books about America, its institutions, ideals, resources, geography and great men. "The foreigner will not give us what is best until he is intelligent and comprehensive of the ideals before this great republic. The study of politics should be pursued by these men." The librarian can help foreigners by suggesting books, and no class of people is more open to suggestions.

G**Games.**

Circulation of games by the library. Pub. Lib. 15: 430. D. '10.

The St. Paul, Minnesota, public library has secured about 700 different games which are loaned upon the presentation of a special card issued for that purpose. They may be kept two weeks and renewed the same as books. Historical and literary games are in the majority on the children's list: checkers, chess, dominoes, quotations, etc. are loaned to the older people.

New departure. C. F. Fairchild. Lib. J. 35: 556-7. D. '10.

Gifts and bequests.

Gift of the Newcomb library to the College of the city of New York. Lib. J. 35: 552-3. D. '10.

Gifts and bequests to American libraries, 1909. A. L. A. Bul. 4: 497-504. Mr. '10.

Government documents. See Public documents.

H**High school libraries.**

High school librarian. W: McAndrew. N. Y. Libraries. 2: 163-6. O. '10.

One of the best things a school librarian can do at the beginning of every term is to get the teachers and students to assist in making topical catalogs. If the work is enthusiastically entered into and well done there is no high school course that educates as much hour by hour as this one, because it has a definite motive. If the librarian has an hour a week course with each entering class, they can learn the working of the library, what its resources are, how to use indexes and magazines, and how to find material for compositions, speeches and debates.

History.

See also Local collections.

I

Illustrations. See Pictures.

Immigrants and libraries. See Foreigners and libraries.

Indexes.

Report on the index to legal periodicals. A. L. A. Bul. 4: 754-6. S. '10.

Indexing.

On calendaring manuscripts. W. C. Ford. Bibliog. Soc. of Amer. Papers. 4: 45-56. 1909.

Notes on this article are given under the heading Manuscripts.

Information bureau. See Reference work.

International exchanges.

International exchanges. P. Brockett. Lib. J. 35: 435-7. O. '10.

The value of international exchanges to libraries cannot well be overestimated, since students and research workers need the publications of the whole world to aid them. The present international exchange service operates under two conventions made in 1886 and 1889. Eleven states adhere to the conventions, eleven more have bureaus of their own. Germany, Great Britain and some other countries have made no effort to join the movement. "The international exchanges as now carried on are of two classes: scientific and literary publications, and official government publications." The scientific and literary publications are of great importance in the dissemination of knowledge and it is only thru a system of international exchanges that they can be distributed. "The international exchange service of the United States is under the direction of the Smithsonian Institution, and was originally inaugurated for the purpose of transmitting publications presented by institutions and individuals in the United States to correspondents abroad, in exchange for like contributions from such recipients, as one of the most efficient means for the 'diffusion of knowledge among men', and the entire expense, including that for the exchange of documents published by the government from 1850 to 1881, was paid from the private funds of the institution." Now the Smithsonian Institution is recognized by the government "as the American agency for the international exchange of governmental, scientific and literary publications. By congressional resolutions passed in 1867 and 1901 a certain number of United States government publications are set aside for exchange with those of foreign countries, to be sent regularly to designated depositories. In accordance with those resolutions there are now forwarded abroad 55 full sets of United States official publications and 33 partial sets; the official journal of the proceedings of Congress, The 'Congressional record', is transmitted by mail daily to each of the parliaments that is willing to reciprocate." In the year ending June, 1909, the exchanges of the United States amounted to 228,875. "The public documents received from abroad in exchange are placed in the Library of Congress. The publications received from the scientific and learned societies and institutions of the world form an important part of the library of the Smithsonian Institution, and while these remain the property of the institution they are in great part deposited in the Library of Congress." The great need now is that all countries adopt the system of exchanges, and that they provide a sufficient number of sets of their official publications for exchange purposes with all countries. Each international exchange office should have the franking privilege and special postal concessions.

L

Law libraries.

Report of the index to legal periodicals.
A. L. A. Bul. 4: 754-6. S. '10.

Lectures.

Use of the library lecture room. S. H. Ranck. Lib. J. 36: 9-14. Ja. '11.

The uses to which the lecture room of the library may be put are of two classes, first, use by outside organizations, and second, use by the library itself. The use of the lecture room by local organizations is a means of advertising the library. Publicity is given thru newspaper notices and new people are attracted to the library. One of the problems confronting a library with a lecture room is the possibility of stirring up class feeling by the admission of one organization to the exclusion of another. Many libraries charge a fee for the use of the room, this fee ranging from payment for janitor service up to amounts which furnish a substantial revenue to the library. Whatever policy is pursued in this matter, the library should feel a responsibility for the meetings held under its roof. The writer believes that in the long run it will prove unwise for a library to use its lecture room as a source of revenue. In Grand Rapids the library board has adopted the following rule: "In a general way all the exercises conducted therein shall be for the purpose of fostering an interest in educational, literary, historical, and scientific subjects and the books relating thereto in the library, rather than for mere entertainment." The room is not used by local societies for regular meetings, and all meetings held by any organization must be open to the public. In lectures and meetings held under the auspices of the library the occasion is made a means of calling attention to books in the library on special subjects. With the announcements of the lecture the library prints a list of the books on its shelves on subjects to which the lecture relates. In Grand Rapids it has been found that a by-product of this system is the revelation, in some cases, of weak spots in the library's collection of books. The same library has found that lectures given in a series prove most successful. Local talent has been utilized to a large extent, all local lecturers, with the exception of those in the service of the city lecturing on municipal topics, being paid a small honorarium from a sum set aside for the purpose. School and library have cooperated, the library conducting lectures in school buildings. The author offers some suggestions to builders of new libraries who expect to include lecture rooms. The room should be so arranged that it may be utilized for other purposes, for exhibits, for instance. It should be provided with a lantern, or moving picture apparatus. If possible it is advisable to have two rooms, a small room for special meetings and a large auditorium. The lecture room should have a separate ventilating apparatus. He warns against the danger of attempting to do things without proper equipment. Quoting from his report for 1907 he says: "It is highly desirable that the library should be able to furnish a meeting place for all local non-exclusive, public-spirited societies of an educational, philanthropic, scientific, engineering, or artistic character. The dentists, and doubtless similar organizations, would gladly pay a nominal rental for the use of a meeting place in the building. The income from such a source might well be devoted to the purchase of books and periodicals relating to the work of the organization. If we had several rooms which could be used in this way it would probably be an easy matter to organize the engineers, architects, and others in affiliation with the library. Such organizations stimulate thought; they promote study and investigation; they help to spread abroad knowledge among men. For them to meet in the library would be to the advantage of all concerned. It would bring them near the books and

current publications which the members need in their work; it would help to make the library, to a much greater extent, the center of the best intellectual life of the city; it would promote in a larger degree the things for which the library stands—the dissemination of ideas among men. For ideas, not books, after all, are the things that mould our lives, that make over, recreate, our country, our cities, our institutions, our industries, and ourselves."

Legislative reference work.

Indiana legislative reference department.
E. Cleland. bibliog. Special Lib. 1: 58-60. O. '10.

The Indiana department is patterned after the Wisconsin department varying according to its resources and the demand made upon it. All material before finding a place on its shelves is critically reviewed as the shelf space only admits that which will be of use. The Dewey classification is used and the catalog written on durable cards. An index to the bills of the state is made and an index to the session laws is under way. Clippings are made from newspapers, magazines and proceedings of societies.

Legislative reference work and the reporting of legislation; discussion. A. L. A. Bul. 4: 703-13. S. '10.

A discussion of the work of the Law reporting company of New York which indexes the bills presented to the legislatures of the various states. Libraries as a rule found this service satisfactory.

Library side of the department of legislative reference, Baltimore. M. S. Wallis. Special Lib. 1: 73-5. D. '10.

The Dewey classification is used with many changes, which are made necessary by the investigations into new subjects are always going on. All material on one subject is put in one place on the shelves regardless of size, hence newspapers, clippings, bills, and pamphlets are filed with books. The most useful periodicals such as the City hall, American city, Municipal journal and engineer, and the Survey, are bound. The catalog records answers to letters as well as pamphlets, books, etc. Bills and ordinances are indexed. "Besides legislators and councilmen, to whom preference is given, the library is utilized by reporters looking up information for their 'stories,' heads of departments, lawyers, students and many others who generally come for some definite information. If it is not on hand, it is immediately procured if possible. A careful record is kept of material loaned, but there are no strict rules as to their return. If in demand from another source, or we have good reason to think that the borrower has finished with it, notice may be sent by letter or telephone. . . . A wise selection of material, a thorough system of preserving it, and cheerful spirit of helping each visitor as completely as possible, often bring to the legislative reference department those who have searched in vain elsewhere, and they often find what they want but did not expect."

Librarians and assistants.

See also Library training.

Librarian and her apprentices. M. Van Buren. Pub. Lib. 15: 369-72. N. '10.

Notes on this article are given under the heading Library training.

Librarian: what should be demanded of him and what should he demand in return? K. Fischer. For Folke-og Barne-boksamlinger. 4: 134-8. D. '10.

The progress of our public libraries is largely conditioned on our improvement in salary of librarians.

Librarians and assistants—Continued.

Librarianship. H: W. Kent. Lib. J. 35: 483-7. N. '10.

The New York Evening post in reviewing the last volume of the American library association took occasion to point out that librarians as a class have little to say about their work that is of interest to the general reading public. Mr. Kent finds the explanation in the fact that the librarian is too often interested in the purely technical side of his work neglecting its idealistic and the humanistic sides. He deplores the narrowness which looks upon collectors and on bibliophiles with scorn as people who care only for the outside of books. The literature of the book has been neglected by the librarian and the writer makes a plea for a better understanding of the work of book lovers outside the library who have made it a special study. "It would not seem possible for a librarian who cared for the physical book to allow careless apprentices to smudge ink stamps of crude design over the title-page and upon the text of any book, nor yet to allow the more refined use of embossing or clipping stamps. It would not be possible for him to allow his title-pages to be barbarously mutilated with pencil dots and dashes and corrections of no use to any but a lazy cataloger. He could not bring himself to the use of wrapping paper book-plates printed in job-face types with scrawling 'library hands' indicating locations and sources. He would not feel that even economy demanded the bindings of coarse canvas and skiver such as are frequently seen in the stronghold of the upright, penny-go-to-the-limit librarian. . . . The oft-repeated saying that a man's book-shelves show his character comes near being true in the majority of cases. Let us see to it, then, that the census man does not find our personal collection of library catalogs, A. L. A. rules, Cutter's rules, and all the rest of the complete routiner's compendium in our own library bookcases and not where they belong with the tools of the library. Let him find our private collections of books such that when the catalog of them is finally published by the auctioneer in the interest of our widows it shall read nicely: Remarkable collection of books, the property of a librarian and booklover."

Recreation for librarians. S: H. Ranck. A. L. A. Bul. 4: 666-7. S. '10; Excerpt. Pub. Lib. 15: 325. O. '10.

Should librarians read? F. G. Kenyon. Lib. Asst. 7: 243-54. N. '10; Same cond. Lib. Assn. Rec. 12: 601-2. N. '10.

Notes on this article are given under the heading Reading.

Student assistants in college libraries. L. R. Gibbs. A. L. A. Bul. 4: 769-73. S. '10.

The writer who started with a prejudice against any but trained assistants has learned that work can be carried on very satisfactorily with the aid of student helpers. If the library can do so, it is of course better to employ two or three regular assistants. Where student service must be depended on, it becomes a matter of planning and supervision. It is better to choose a large number of student assistants so that, in spite of irregularity of hours, an even output of work may be kept up. Students should be chosen because they are promising material and should be dropped when their work ceases to be satisfactory. The fact that the student needs the work should not be a main consideration. The brightest students do not always make the best workers. A careful assistant is of more value than the bright one who will be more inclined to slight details. It is best to insist on regular hours of work. In the writer's library (Brown university) 140 hours are required for each of the three college terms. This means 12 hours a week for the first term, 15 or 16 for the second and third terms. Time lost must be made up. As time must be spent in the beginning in training assistants, each applicant is asked to

give about twenty hours apprentice work. This gives him a taste of the work and he may learn whether or not he wishes to continue it. After much experience the author has arrived at some definite conclusions as to the kinds of work best for student helpers. "It is hardly worth while to use them in order work; but one student, with now and then a second to help out, does all our accessioning, and does it satisfactorily. All mechanical preparation of the books—plating, stamping, labelling, and cutting—can profitably be left entirely in the hand of one or two more; and we have had two or three men who covered pamphlets and repaired books as well as could be desired. Personally I feel very strongly that it is best not to put them at the desk, even in slack hours, as the desk gives the tone of the library to the public and should stand for dignity and efficient service." Careful assistants may be allowed to put away books after some preliminary training in shelf reading. Several students may be employed in the catalog department, in typewriting cards from temporary slips, putting numbers and headings on L. C. cards, looking up author's names and dates, alphabetizing cards, etc. "If there is opportunity for choice I should suggest that girls, as a rule, are more successful in the work of the catalog room, especially in writing catalog cards, than are men, the latter do better with shelf list, than with the more finicky catalog entries." To get the best results it will be best to hold the student as closely as possible to one line of work. This gives the student little variety but it should teach him one lesson of value in library work—the importance of accuracy, neatness and orderliness.

Libraries.

Presidential address. F: G. Kenyon. Lib. Assn. Rec. 12: 433-45. S. '10.

The public library is an instrument of culture, as well as an instrument of knowledge. Keeping these functions in mind too much trashy fiction is issued. Libraries "play a part of vital importance in the regeneration of English life" and librarians would do well to keep this in mind, for the utilization of libraries to their full value depends on the librarian.

Germany.

Some interiors from public libraries. M. Larsen. Folkbibliog. 8: 75-83. '10.

Fürth and Dresden are visited.

Netherlands.

Prison libraries of our country. J. J. Schollman. Boekzaal. 4: 359-68, 395-406. S.-O. '10.

Norway.

Competing libraries. A. Arnesen. For Folke-og Barneboksamlinger. 4: 129-33. D. '10.

These are school, public and society libraries; in small and out of the way parishes one may expect to find them all. In proportion to its population it is likely that Norway has the largest number of public and semi-public libraries in the world.

Our nearest task, library inspection. A. Kildahl. For Folke-og Barneboksamlinger. 4: 138-43. D. '10.

Work of the Indiana commission briefly described. A plea for at least one organizer in Norway.

Public libraries in Norway. M. Meyboom. ii. Boekzaal. 4: 279-82. J1.-Ag. '10.

Chiefly historical, unusually well illustrated with cuts from Elverum, Kristiana, Kristiansand and Trondhjem.

Libraries—Norway—Continued.

Public library the people's university. H. Nyhuus. *For Folke-og Barneboksamlinger*. 4: 85-9. S. '10.

Since 1903 150 libraries have been established and most of the old libraries adopted modern methods.

United States.

Alabama's libraries and library buildings.

T: M. Owen. *Montgomery Advertiser*. D. 25, '10.

The development of libraries in Alabama has kept pace with the state's advance in other lines in the last 10 years. The Alabama library association organized in 1904 has been one of the most potent factors in this development. It has been a stimulating influence and has given impetus and vitality by bringing library workers together. Library extension work was begun in 1907. Since then traveling libraries have been maintained, books for the blind have been sent out, libraries have been organized and a summer library school held. Sixteen grants for public library buildings have been made by Mr. Carnegie in amounts ranging from \$10,000 to \$50,000.

How can co-ordination best serve the library interests of the state. J. Brigham. A. L. A. Bul. 4: 725-8. S. '10.

Notes on this article are given under the heading State libraries.

Library work in the United States and Canada. Lib. Assn. Rec. 12: 555-61. N. '10.

Making of Pennsylvania libraries. H. U. Price. A. L. A. Bul. 4: 715-21. S. '10.

Progress of the reorganization of the Chicago public library. *Christian Science Monitor*. N. 7, '10.

Libraries, Traveling. See **Traveling libraries.**

Libraries, Use of by the public.

What the library can do for the working-man. W. D. P. Bliss. *Penn. Lib. Notes*. 3: 8-10. O. '10.

Library's part in making Americans. M. P. Daggett. *Delin*. 77: 17-8. Ja. '11.

Libraries and immigrants. See **Foreigners and libraries.**

Libraries and schools.

Correlation of school and public libraries. A. N. Farr. *Minn. Pub. Lib. Com. Notes*. 3: 52-5. D. '10.

"Teachers, as a class, are earnest, enthusiastic, conscientious, and eager to do all that is expected of them. If the teacher has not met the librarian half way, it is because the teacher fails yet to realize her whole duty and privilege in directing the reading of the child and in stimulating in him the love of good books." The normal schools should help them to know the best children's books and the best methods of using them. In a large town the library gradually wins its way to the schools and the schools do not need large libraries of their own. In a smaller community the library is limited by lack of funds. There the school might own a few reference books and depend on the library for the rest, contributing to the library fund what it would otherwise spend on its own li-

brary upbuilding. If this is done "the school must not be unreasonable nor over insistent in its demands, nor must the library be narrow or unsympathetic." In the small town the school must have its own library but this should be thrown open to the public. Rural schools might purchase a very few reference books and apply the rest of their funds to travelling libraries the state library commission working with them.

Librarian as an educator. W. D. Johnston. *Lib. J.* 35: 437-41. O. '10.

Notes on this article are given under the heading Library extension.

School and the library. C: H. Judd. *El. School T.* 11: 28-35. S. '10; Same. A. L. A. Bul. 4: 607-11. S. '10.

The study period in the school room is a time when pupils are required to remain in their seats, separated from everything except a single text book, with a teacher in charge whose sole function is to keep order and who takes no part in the intellectual life of the room. An ideal study hour would be an hour spent in a room full of books, conducted as any well regulated library reading room is conducted. The pupil should not only be allowed to leave his desk to consult books on the shelf but should be encouraged to do so. "We should not only have the schools made the depositories for the books from the public library, but we should have the study period itself transformed into a period of library study or training in library methods." Such a system could be worked out only thru cooperation with the librarian. As a beginning the author suggests that small groups of ten pupils or so might be sent to the library at the study hour to work under the direction of the librarian. Pupils must learn to use books as wholes. They must learn that some books are to be read rapidly. "Have you ever been impressed with the fact that when a book is used by a class in a school it takes a year or half a year to read it, and students get notions about the difficulty of going thru a book which are altogether distorted; they get the idea that a book must be read in small doses; that when you have finished up one reading you should set that particular reading entirely aside, put it out of your mind as soon as possible, so as not to be impeded by any memory which you may have accumulated out of that small section as you pass on to the next." Library and school must work together if pupils are to learn how to get the most out of books. "We shall get our pupils to raise a certain number of questions, and then shall push them out into the library to get their questions answered. Thus we shall develop the kind of co-operation which is at all worth cultivation—that co-operation which permits of the differentiation of function."

Libraries as social centers.

Use of the library lecture room. S. H. Ranck. *Lib. J.* 36: 9-14. Ja. '11.

Notes on this article are given under the heading Lectures.

Library advertising.

Advertising methods used by libraries. J. L. Strange. *Penn. Lib. Notes*. 3: 2-7. O. '10.

In a small town the librarian is the advertisement for her own library. She attends social gatherings and her interest in people and their affairs brings them to the library. In a city it might be well to have an official library advertiser whose business it would be to know people and keep in touch with them, to post library notices and lists of books at all conventions, to advertise the use of the telephone in connection with the library, to see that foreigners know about foreign books, etc. The Pittsburgh library distributes free printed lists

Library advertising—Continued.

of books on special subjects. It advertises thru special exhibits. It has a collection of trade catalogs in the technical reference department, and in spring an exhibition of seed catalogs. It writes special stories for the Post about library incidents and happenings, and it has posters in public places.

Ways of increasing local interest in the village library. C. Webster. N. Y. Libraries. 2: 166-9. O. '10.

The librarian of a rural community has an advantage over the city librarian in that the neighborly feeling prevails among readers there more than in the city. This makes the user of the library interested in the library and in increasing its patronage. Hence "every reader satisfied means a larger interest in the library." The best way to advertise the library is to get the children interested. They bring in not only other children but fathers and mothers. Then the librarian must reach the people who have made a success of something. A recommendation for a book from such a person "does more than a dozen recommendations from the librarian." It makes "no difference whether the success has been won at fruit farming, school teaching, making jams, or raising poultry. . . . A mention by a clergyman in a sermon will often cause a run on a book which for months has lain on the shelf unread; so get your clergyman interested." Interest on the part of teachers is very essential if the interest of the children is to be lasting. Arouse the teacher's interest by asking her to review new juvenile books, and by getting her to bring her children to the library. It is well for the librarian to join the village clubs because it brings her into sympathetic touch with the organized workers of the community. Arrange for club meetings in the library building if possible, and also have lectures given there. There is scarcely any village so small that it could not secure some visitors to the town who would speak to the people on some subject of interest. Get the papers to publish lists of books. "The village library is the place of small things but by an aggressive use of these small things there is no reason why it can not fill a large place in the community."

Library commissions.

Our nearest task, library inspection. A. Kildahl. For Folke-og Barneboksamlinger. 4: 138-43. D. '10.

Work of the Indiana commission briefly described.

Report, 1910. Oregon library commission. 3op. '11. Oregon lib. Com. Salem, Oregon.

"It is the object of the commission to maintain a library which shall be used by all the people of Oregon who desire books for study or recreation, and to offer a library service which shall make it possible for the most remote and isolated settlements, and the most scattered pioneer workers of the state to have good books to use as freely as they would have them in any city. . . . Its library differs from others, in having practically all its books in use all of the time." Its books may be found in school houses, grange hall, general stores and town libraries in over 100 places in the state. "The books in the model school library are being read aloud in district schools in nearly every county; the reference collection upon public questions is in the hands of debaters in many rural and high schools; its professional books for teachers are in the country schools." The holiday material is used for school entertainments. Granges have envelopes of pamphlets and clippings for educational work on public questions as well as agriculture, recitations from good literature are sent out, and study collections are sent to women's clubs. The furnishing of debate libraries to high schools is one of the most important departments of work. The influence

of debates on economic and political subjects is very great reaching not only the students but their families and also their audiences. The commission subscribes for periodicals devoted to economic and political science, and makes clippings not only from them but also from newspapers and national and state documents. Legislative reference work is also an important feature of the commission work.

Library exhibits. See Exhibits of libraries.

Library extension.

Aberdeen association. L. J. Burpee. A. L. A. Bul. 4: 680-3. S. '10.

The work of this association is unique "because Canada alone supplies, to any material extent, the conditions under which it exists." Starting from a small center the association is now national in scope with branches all over Canada though it has only one salaried official, its secretary, who is located in Ottawa. From this central branch literature is distributed all over the Dominion. At first it was sent only to individual settlers living in remote corners of the country. To give the work a personal character each worker in a branch "was assigned a certain number of names, and thenceforward these recipients of literature were her special charge." She corresponded with her group of readers and its success has depended inevitably upon the character of the individual worker. From small beginnings the work has grown until up to date half a million parcels of selected books and magazines have been sent out to settlers. The material is collected locally by the branches, though much of it comes from England. It is carried free of charge by steamship companies and railroads. Each branch has its own mailing list. The complete list is kept at Ottawa where new applications must be sent for approval to prevent duplication and the sending too many parcels to one locality, for the one obligation "imposed on recipients of literature is that they are to pass the books and magazines on to their neighbors. . . . The policy of the association is to keep on the crest of every wave of settlement that eats into the unoccupied wilderness." Literature is sent by dog-train north to lumber and mining camps, to homesteaders, trappers, fishermen, to the immigrant sheds at Halifax, to Dr. Grenfell's and other missions, and to fishing and coasting vessels on both oceans and on the Great lakes.

Co-operation on the part of commissions with public libraries in their efforts to reach the farmer. C. H. Milam. A. L. A. Bul. 4: 746-51. S. '10.

There are 25 states which have made provisions for extending public library service to rural citizens. In the New England states the township is the library unit and laws provide for the organization of a public library by any town or group of towns working together; or for an appropriation by a town to secure the use of a public library already established in a neighboring town. Branches and sub-stations may be established as the needs of the citizens require. The Vermont commission makes the distribution of state funds conditional upon the establishment of such branches. The laws in other states providing public library facilities for townships are of two classes: those which provide for township libraries pure and simple; and those which provide for township support of public libraries in towns and cities. The township library system, as it worked out in one state, Indiana, proved unsuccessful. In the first place no annual fund was provided for new books and for rebinding, and in the second the libraries were placed in the hands of township trustees who seldom proved efficient. The cooperative library serving all the people of a township is provided for by the laws of Iowa, Indiana, Minnesota, Ohio and Washington. California has developed a county library system. "The California plan is an effort to systematize the public libraries of the state, to co-ordinate the libraries as the public schools

Library extension—Continued.

are co-ordinated. The state library is the head of the system, and the librarian of the state library is given certain powers comparable to those enjoyed by the state superintendent of public instruction. This is said to be the most decisive step in recent years in public library development." The best way to obtain money for rural extension is to tax the people who will be benefitted. The maximum rate in the different states is about one mill. "Rural extension is not a missionary movement, nor a thing to be thrust on from the outside. We must demand that, in the end, farmers shall pay for their library service what it is worth, and not what the city library (already established) can afford to do it for." The common method of distribution is thru deposit stations located, as traveling library stations are, in school houses, stores, post offices, creameries, or in private homes. In extension work the librarian should keep in mind that part of her personal attention belongs to out of town patrons. If possible she should find opportunities to visit the districts whose patrons never reach the main library. "In a large county system, the chief librarian cannot, of course, find much time for this sort of thing, but some one who knows books and is qualified to speak intelligently about them, and who can officially represent the main library, should meet the people of the rural districts, individually, or in groups, at regular intervals. These patrons should pay for and receive their share of all library service." The commission may cooperate with the public library in the matter of securing better and more adequate library laws, and in the agitation which is necessary to awaken librarians, township trustees and the public generally to the need of further rural extension.

Farmer, his book and heart. F. Hobart. A. L. A. Bul. 4: 739-42. S. '10; Pub. Lib. 16: 6-9. Ja. '11.

The author protests against the idea that the farmer should be supplied first of all with books pertaining to his profession. "Give the farmer books as you would other men; study him individually and supply his need. The very character of his work makes him a thinker if not a reader, and he may be both."

Librarian as an educator. W. D. Johnston. Lib. J. 35: 437-41. O. '10.

One of the signs of a change in educational ideals is the demand for individual instruction. Not only the needs of the average child, but those of the precocious child and of the backward child must be satisfied. The school can meet this demand only to a limited extent. Individual instruction must be offered in such educational institutions as the library, the museum, the playground. Another educational tendency is toward the multiplication of courses of study. Many subjects could be pursued to better advantage in a library. Literature, in the author's opinion, is seldom satisfactorily taught in school classes. Another modern demand is for the extension of educational facilities to those outside the schools. Summer schools, evening schools and continuation schools are established. As much or more might be accomplished in many cases by the increase and extension of library facilities. Libraries have a field for development in the building up of special collections. An institution which accepts an extraordinary collection of books should consider itself under obligation to add to that collection and keep it up-to-date. But the library should not depend on chance gifts, it should study the needs of the community and make such special collections as circumstances require.

Library extension movement. Lib. Assn. Rec. 12: 550-4. N. '10.

At first the library was a collection of books to be seen but not handled. Then people

were admitted to the shelves. Later they were allowed to take a book home if they had previously signed a form which must also be signed by two property holders. The time has come for library privileges to be extended so that professional people whatever their position could borrow any reasonable number of books. Books from reference departments should be loaned, tradespeople should be invited to the library, and the telephone made use of in ordering books.

Use of print in the world of affairs. J. C. Dana. Lib. J. 35: 535-8. D. '10.

Notes on this article are given under the heading Special libraries.

Work of public libraries in civic campaigns. P. B. Wright. Lib. J. 36: 3-4. Ja. '11.

The public has a right to expect from the library, help on any civic question in which it happens to be interested, but the library cannot be expected to meet these demands unless the public sees that it is placed in a position to do so, with adequate equipment, housing and management.

Library methods.

Creating a demand by supplying it. F. Duren. Ia. Lib. Q. 6: 13-7. O. '10.

The efficient librarian is the one who is ready to supply the demand as soon as it is made, and not only that but she creates a demand for her books. One way to do this is to know intimately the books and their contents, then the right person can be told about the right book. One plan is this: "To each club member personally has been mailed a copy of the references on his or her particular topic, with a note inviting them to the library to use this material; a duplicate copy of the list is placed on file at the library. This has cost time in the preparation of the material, time in writing the letter, postage; but already we feel that it has been worth while from the hearty response to our efforts which has been received."

Formal votes of the congress of architects and librarians. Brussels, 1910. Lib. Assn. Rec. 12: 484-9. O. '10; Same. Lib. J. 35: 454-60. O. '10.

Labor savers in library service. F. K. W. Drury. Lib. J. 35: 538-44. D. '10.

Good organization is the first essential in the saving of time. Next comes a thorough understanding of the rules, regulations and the routine of the library. All rules should be kept on file in the librarian's office. For cleaning stack rooms use a vacuum cleaner. There is now a special attachment which takes up dust from the tops of every volume, plain or gilded. An inter-department telephone is superior to any system of speaking tubes or bells. A dicta-phone will save time in the dictating of letters. The writer's recommendations in the matter of duplication of written matter, circulars or lists are: "For from 1 up to 5 use carbon; from 5-25 use duplicator; from 25-100 use mimeograph; from 100-1000 use printograph, multigraph or the machine at hand; From 1000 upward use the printing press." His caution is, do not be too enthusiastic over the use of any of these devices. The saving may be only apparent. "In the end it all comes down to the cost of the time of the person who runs the machine." Much time could be saved thru cooperation. "There is a great waste going on thruout the libraries of the country through lack of cooperation in issuing reading-lists and it will not be long, we believe, before annotated lists will be compiled by some central authority (why not the A. L. A. publishing board?), and printed with the name of the library on them for distribution." Addressing machines will be found useful if there

Library methods—Continued.

is a large mailing list and they can also be used in other departments. Rubber stamps are an essential in library economy and a set of moveable rubber type can be put to many uses. In making signs a sign marker will save time, or gummed letters, which come in all sizes, may be used. In the order department a typewriter is indispensable and an adding machine, while expensive will probably pay for itself in the time, work and worry it will save. In the matter of the accession book, the writer describes the method followed in the Chicago public library. "There, all duplicate bills are pasted in a book in the order of accession, thus forming an accession record for all books received from their regular agents. Before each item on the bills an even accession number is stamped. In another book the odd numbers are assigned to books received in other ways, as by gift and from miscellaneous agents." In the cataloging department the typewriter has come to stay, and the use of Library of Congress cards is, of course, the great means of time saving. In the reference department vertical files should be used for all maps, clippings, pictures and material of a similar nature. Libraries with branches have an added problem in that of transportation. One auto has been found to do the work of three wagons, and telephones in all branches are, of course, essential. It is the small library, pressed for time, that has most need of these suggested labor savers.

Library and municipal betterment. M. Newhard. Minn. Pub. Lib. Com. Notes. 3: 56-8. D. '10.

The librarian can bring closer cooperation with the schools, can give talks on United States history subjects, can work thru the night school. One Michigan librarian helped to beautify the town by distributing penny packets of flower and vegetable seeds. The librarian can help the aldermen and city officials by collecting "clippings and pictures that suggest ideas for public improvement."

Personal assistance and signs in a library. Pub. Lib. 15: 373-5. N. '10.

The librarian of East Orange, New Jersey, has secured suggestions on the best means of assisting the public in the use of the library. The "New book case" so marked serves to attract newcomers who are not sure what they want; the information desk might be placed in sight of this new book case; the reference room should be in close contact with the delivery department—but sufficiently separated to make silence in that department unnecessary. There are two kinds of indexes; the classification of books and the card catalog of them. Of twenty libraries consulted only three recommended the posting of the classification; some libraries place in each card catalog drawer a card headed—"How to use a catalog." The Newark library places on top of its catalog case a framed floor plan showing location of books by classes. A framed notice on top of the catalog case could also point out other resources of the library reference room; periodical literature, pamphlets, pictures, documents etc. Restrictive signs are not recommended. "Signs are of value in inverse ratio to their frequency."

Library of congress.

Co-operation of the state libraries and the Library of congress in the preparation of reference lists. H. H. B. Meyer. A. L. A. Bul. 4: 713-5. S. '10; Same. Special Lib. 1: 60-2. O. '10.

Library periodicals.

Courrier de bibliothèques. bi-monthly. 6f. H. Welter, Paris.

A valuable feature is the tables of contents of library periodicals. The publisher's lists form more than half of each number.

Library schools.

See also Library training.

Essentials of a good library school. E. Tobitt. A. L. A. Bul. 4: 776-9. S. '10.

The first essential of a good school is complete equipment. In addition to representative collections of classes of books generally found in a public library, such equipment should include "a map collection, picture collection, documents, publications of societies, reference books—both foreign and English—a full collection of trade bibliographies, when possible some special collections, and as much more material as may be necessary to form a basis for the instruction of students who are to become librarians of various classes of libraries." Scholarship, personal fitness and age are points to be considered in the matter of entrance requirements. Age does not mean number of years only; in library work it means that the applicant must either show promise of ability to develop with further training, or that the years past show an accumulation of personal accomplishments worthy of the time spent in their acquirement. A term of service in a practical library is recommended as the best test of the applicant's fitness. Ten months is the minimum estimate of the time necessary to master the general principles of the work. "Perhaps the most practical method of teaching is by application. Those schools which are connected with libraries, which can give general practice in the work of all departments are fortunate. I do not believe, however, that work in a library can take the place of the work in a library school, even if the worker has the opportunity to serve in all departments." Two subjects which are beginning to require more attention are the business and financial side of the library, and social extension work. Comparatively few librarians are required to attend to the actual business of the library but for the benefit of those few such courses should be offered. Some knowledge of administration and of business methods generally would be of benefit to all. Libraries are beginning more and more to take over work that was once thought to belong to the social settlement. "We have schools of philanthropy where methods of dealing with special classes of people are taught. May we not introduce into our library schools some course which will not only teach methods, but which will also teach something of the books which are the best for the use of special classes? It is necessary to know who are the writers in Bohemian, Yiddish, German, Swedish, and Norwegian, who correspond to Burnham, McCutcheon, McGrath, the Duchess, and others of this class. It is true these books are light, and may be read only for amusement, but their readers are sometimes the people who should be amused. . . . It would not be out of place to introduce a course of lectures, and to require the reading of such books as Jane Addams's 'Spirit of youth and the city streets,' and with this, a study of such books as seem best for individual cases. Library schools are giving courses which best apply to the work of the library commission, which is limited largely to the work in the country and small town, then why not add to this the work of the social extension worker for the city having a population of 100,000 and over." It ought not to be necessary to say that the library school should foster the bookish tastes of its students, but in the mastering of technical details this side of the work may be neglected. It should be remembered always that the sole object of the library is to bring the right book to the right person. Some educational institutions are offering library training courses without proper equipment and without properly trained instructors. Other schools purporting to give full courses give in reality only the most elementary instruction. "Schools of this class, and also schools teaching only technical work, should be avoided by the student who works with the end in view of giving the best of himself in the service of the public."

Library training.*See also Library schools.*

Apprentice class in the large library. A. Shepard. A. L. A. Bul. 4: 782. S. '10.

In the Springfield, Mass., library every apprentice is made to feel that she is part of the working force. The time required without pay is ten months with four weeks vacation. "The main advantages of the apprentice system with us have been proved to be: first, the actual addition in service of several persons to the working force of the library through the busiest months of the year; second, the reflex benefit upon the staff through their work in teaching the class—a by-product of the system; third, and most important, the provision for an eligible list of available candidates for vacancies that may occur in the staff."

Apprentice class in the large library. J. Welles. A. L. A. Bul. 4: 780-2. S. '10.

The Carnegie library of Pittsburgh conducts a large apprentice class for the purpose of training local people for minor positions. Students understand that they are not in training for general library work nor for positions of responsibility. Examinations are held in May and September. Those passing the May examination are given at least a month of regular practical work during the summer but classes are not formed until October. The time given to class work covers three days a week from October first to January thirty-first. In addition 750 hours practice work are required. Class work includes three groups of lecture courses, as follows: A group treating of library technique; a group designed to familiarize the student with the work of the Pittsburgh library and other local institutions; a group on general history and literature. The classes included under Library technique are: vertical handwriting; order and accession work; classification; use of the catalog; reference work. In addition, a certain amount of formal instruction is given to the class as a whole in connection with practical work. Individual instruction is in charge of the head of the department in which the student is scheduled. Each student is scheduled under at least three different people during her apprenticeship. Students reaching satisfactory standings in class and practice work are placed on the substitute list at the end of the course and are appointed to positions according to their qualifications.

Apprentice class in the medium sized library. G. D. Rose. A. L. A. Bul. 4: 783-5. S. '10.

The medium sized library, which falls between the class of village library that employs one assistant and the city library with work for many, has problems of its own. If it maintains an apprentice class regularly it cannot supply all its students with positions and they are forced to look elsewhere. Some of the questions that arise are: "Is it wise or necessary for the medium-sized library to train workers for the general field? Does the amount of unpaid labor received compensate for the time of librarian or trained assistant given in instruction and supervision? Is the standard of education, usually a high school course, sufficiently high for the best interests of the individual library, or of the library profession at large?" The conclusion in regard to the first question is that the wisest plan is to train only such assistants as are needed. The answer to the second question partly covers the third. "It has been our experience that the amount of help given by apprentices just out of high school does not compensate for the time their instruction requires; while several apprentices who were college graduates were reliable assistants long before their term was over." In general a higher standard should be required. "If we raise the standard of education, we shall lose some of the eager enthusiasm of youth, but in return gain maturity of character."

Apprentice class in the medium-sized library. J. G. Moulton. A. L. A. Bul. 4: 785-6. S. '10.

The writer does not approve of apprentice classes without pay, feeling that they would be of little service in the library. Apprentice trained workers only serve to lower the standards of the profession and to lower salaries. "If training classes are needed in large libraries, let them limit their classes to those whom they can employ at respectable salaries. Let the medium-sized and small libraries train only those assistants they actually need, by whatever method is cheapest and best for that particular library. Leave training for the general field to the accredited library schools."

Librarian and her apprentices. M. Van Buren. Pub. Lib. 15: 369-72. N. '10; Excerpts. A. L. A. Bul. 4: 782-3. S. '10.

The writer tells the story of Cordelia Works, who after graduating from library school in the east returns to the west to take charge of the library in her native town of Workville. Cordelia comes into contact with all the various types of assistants and apprentices. Her conclusions drawn from her experiences are: that a practical knowledge of all sides of library work can best be acquired in a small well administered library; that the student entering library school without such training is handicapped; that an apprentice course cannot possibly take the place of library school training, but "that just as surely as school training is desirable for librarianship, practical experience is desirable for school training."

Report of the A. L. A. committee on library training, 1910. A. S. Root. A. L. A. Bul. 4: 642-3. S. '10.

Student assistants in college libraries. L. R. Gibbs. A. L. A. Bul. 4: 769-73. S. '10.

Notes on this article are given under the heading Librarians and assistants.

Training for librarianship in Great Britain. E. L. Foote. Lib. J. 35: 547-51. D. '10.

In 1906 the subject of training for library assistants was discussed in the Library association. Mr. H. D. Roberts said at the time: "It is the first time for 24 years that the subject has appeared in its entirety on the agenda for an annual meeting. It is 14 years since any paper was read on any phase of the question, and 12 since any report on the examinations has been discussed by such a gathering." In 1902 courses of study were arranged for with the London school of economics, but not until 1904 was the course of study made in any degree satisfactory. The entire matter of instruction and examination of assistants is in charge of an education committee appointed by the Library association. Students may at their discretion pursue the course by private reading, by correspondence, or by attendance at oral classes; but to obtain certificates or a diploma they must take the examinations, write the prescribed essays and have practical experience.

Training in the use of a library. I. M. Mendenhall. N. C. Lib. Bul. 1: 47-50. D. '10.

The library has become in recent years the laboratory of the schools, hence the necessity of intelligent training in its use. Methods of classifying and indexing books have become uniform in the last thirty years and students can be easily taught how to use them. Often times without instruction in their use he is helpless or loses time and is handicapped in his work. "Dr. Canfield, of Columbia, said once that the difference between one who is trained in the use of books and the one who is not is that the one who is trained can find more in Webster's Unabridged dictionary than the one without train-

Library training—Continued.

ing can find in a library of 1,000 volumes. . . . School superintendents and institute conductors agree in saying that one of the greatest needs of teachers is that they be trained in the use of books and be given instruction that will enable them to select books for the school library and direct the reading of children."

Local collections.

Duty of the public library for preservation of local history. W. Upham. Minn. Pub. Lib. Com. Notes. 3: 24-5. Je. '10.

Functions and possibilities of a library and museum regarding the collection of local MSS. and seals. H. L. Parry. Lib. Assn. Rec. 12: 467-78. O. '10.

In the collection of local bibliography no work brings better results than the collection of original manuscripts. The local public library is the natural repository for all ancient documents of local interest.

M**Manuscripts.**

Functions and possibilities of a library and museum regarding the collection of local MSS. and seals. H. L. Parry. Lib. Assn. Rec. 12: 467-78. O. '10.

In the collection of local bibliography no work brings better results than the collection of original manuscripts. The local public library is the natural repository for all ancient documents of local interest.

On calendaring manuscripts. W. C. Ford. Bibliog. Soc. of Amer. Papers. 4: 45-56. 1909.

"The problem presented is almost that which is given in indexing a book, with the added inconveniences that there is only one copy of the work in existence, and that copy is in a form not easy to handle under the best of conditions." A calendar of manuscripts is not a true index because of the arrangement of material. This arrangement is either alphabetical or chronological. The alphabetical is more useful to the biographer because it shows the letters and writings of one man, but the chronological arrangement is unquestionably the better one. The makers of good calendars are rare because they must have both historical knowledge and highly trained sense that will prevent excessive attention to detail.

Maps.

New vertical file for maps. P. L. Windsor. Pub. Lib. 15: 388-9. N. '10; Same. Lib. J. 35: 509. N. '10.

Municipal reference work.

See also Legislative reference work.

N**Newspapers.**

Deterioration of newspaper paper. F. P. Hill. Lib. J. 35: 299-301. Jl. '10; Same. A. L. A. Bul. 4: 675-8. S. '10; Excerpts. Pub. Lib. 15: 323-5. O. '10.

P**Periodicals.**

Arrangement for illustrations in periodicals. W: R. Reinick. Pub. Lib. 15: 376-8. N. '10.

Notes on this article are given under the heading Pictures.

Periodical sets most used for reference. N. Y. Libraries. 2: 175. O. '10.

Selection and preservation of agricultural periodicals. W: M. Hepburn. Lib. J. 35: 308-11. Jl. '10; Same. A. L. A. Bul. 4: 794-7. S. '10.

There are three groups of periodicals with which agricultural libraries should be supplied. The first and most important are the journals devoted to those sciences which underlie agriculture. This will include periodicals devoted to biology, geology, physics, and chemistry. Where the college of agriculture is in close cooperation with other departments of the university it may be enough that the journals in the libraries of those departments be made accessible to agricultural students. Such periodicals should, of course, be bound. The second group includes trade journals of the various industries associated with agriculture. Selection of these should be determined by local needs. Few of these journals are of permanent value and their binding may be an unwarranted expense. The third class comprises the many agricultural periodicals. It is difficult to set any valuation on these. Few of them are to be given a very high rank, yet their part in the agricultural development of the country is not small. It would seem that they should be preserved, and the agricultural library is the institution which should see to their preservation. Each agricultural college is asked to keep files of the publications of its own state. It is also desirable that there be some attempt made at appraisal so that a list of from 20 to 50 of the best of these journals might be made up for the guidance of small agricultural libraries.

Picture books.

Picture books for children. C. W. Hunt. Outlook. 96: 739-45. N. 26, '10.

Pictures.

Arrangement for illustrations in periodicals. W: R. Reinick. Pub. Lib. 15: 376-8. N. '10.

If magazines are not to be cut, a card index to illustrations may be made, arranging by subject and placing several references on a card. As back numbers can usually be purchased at low rates the better method is to cut the illustrations out and arrange by subject in envelopes, on manila sheets or in scrap books. A library patronized by art students found it worth while to arrange the pictures by well known artists and illustrators under the artists name. By arranging in loose leaf scrap books it was possible to show an artist's development from his earliest youth to his prime. A subject index should accompany such an arrangement.

Printed catalogs. See Catalogs, Printed.

Printing.

Modern book. O. E. Clarke. Lib. Asst. 7: 266-70. D. '10.

A brief discussion of printing presses, type and decoration.

Prison libraries.

Report of committee on libraries for federal prisons, 1910. C. Hadley. A. L. A. Bul. 4: 734-8. S. '10.

Public documents.

See also State documents.

Advantageous use of public documents in a small library. A. A. MacDonald. Lib. J. 35: 503-5. N. '10.

The problem presented to the librarian of the small library is how and what to choose from the hundreds of publications issued every year. "Do not attempt to get all, unless you have plenty of storage room and the demands made upon the library warrant it. But choose the various titles as other books are chosen, getting what your special community could use to advantage." The most complete list for checking is the Monthly catalog of public documents issued by the Superintendent of documents. Lists on special subjects as food and diet, water purification, forest service, dairy industry, etc., may be secured from the superintendent of documents upon request. The A. L. A. Book-list now gives some of the popular general documents, and the Eclectic library catalog, published by the H. W. Wilson Company also offers a check list. In cataloging, documents should be treated as individual books, giving the subject the important entry. Much valuable material is often passed by unnoticed because the real title is never emphasized on cover or title page. The writer has found it worth while to paste a label giving the interesting title on the cover, and to insert a hand made title page in front of the real one.

Government documents in small libraries. C. W. Reeder. 9p. pa. '10. Board of Library Commissioners of Ohio, Springfield, Ohio.

A list of government publications useful in a small library is discussed. There are various ways of securing these documents. The small libraries can obtain them thru their congressmen, thru being put on the mailing list for certain publications, and by purchase. The Farmers' bulletins offer instructions and suggestions for the practical farmer and may be obtained free. The Yearbook of the Department of agriculture is virtually an annual encyclopedia of the year's progress in agriculture. It is sent free on application to the department. The annual report of the American historical association is very valuable. It can best be obtained from congressmen. The Bulletin of the International bureau of American republics "contains the latest information on the commerce, laws, new enterprises and general development of each republic." Its price is \$2 per year. The publications of the census bureau are of great value. They are furnished free by the director of the census or members of congress. The Civil service commission sends its annual reports free on application. The Congressional directory is a valuable reference book on the government. It may be secured from members of congress or by purchase. The Congressional record is a "verbatim report of all that takes place in congress". Apply to congressmen for it. The Bureau of education issues Annual reports "devoted to statistics concerning the educational system of the United States, and bulletins which contain descriptive material on educational subjects. These publications are distributed free by the Bureau of education. The Experiment station record gives a "technical review of the current literature on agricultural investigations", the literature not being confined to the United States. Its price is \$1 per volume. The Annual reports of the Interstate commerce commission cover its proceedings. The commission distributes them free. The Annual reports, Special reports, and Bulletins of the Bureau of

labor cover industrial and social subjects and are sent on application to the Bureau. The Library of congress bibliographies are very useful and cost from ten to fifteen cents each. The Daily consular and trade reports are mailed to libraries which apply to the Bureau of manufactures. The Bureau of statistics of the Department of commerce mails its Monthly summary of commerce and finance and the Statistical abstract to those who apply for it. "The librarian that intends to be alive to his opportunity with government documents will get the Annual reports of the superintendent of documents for 1907 and 1908 and commit them to heart. They contain the best explanation of the present plan of distribution and other problems with these publications that has been written."

International exchanges. P. Brockett. Lib. J. 35: 435-7. O. '10.

Notes on this article are given under the heading International exchanges.

Report of committee on public documents, 1910. G. S. Godard. A. L. A. Bul. 4: 759-60. S. '10.

R

Reading.

Anathema upon finger-posts. N. D. C. Hodges. Lib. J. 35: 295-8. Jl. '10; Same. A. L. A. Bul. 4: 593-7. S. '10.

How to increase the culture reading of college students. I. A. Kidder. Pub. Lib. 15: 419-20. D. '10.

Notes on this article are given under the heading College libraries.

Should librarians read? F. G. Kenyon. Lib. Asst. 7: 243-54. N. '10; Same cond. Lib. Assn. Rec. 12: 601-2. N. '10.

The best book to begin with as an introduction both to English literature and English history is Macaulay's essays. These essays open up the gates of classical English literature. "Nowhere will you get an equal recognition of the great writers of the past as living men." To Macaulay also, past history was as real and exciting as the politics in which he had taken an active part. Consequently he is able to make history alive to his readers. To read Macaulay's Essays is to be inoculated with a knowledge of English literature and political history. The next book chosen is Carlyle's Past and Present. "To any librarian, who is interested in social problems, and who wishes to arouse the intelligence, literary, historical, and political, of his clients, I would commend the consideration of Carlyle's 'Past and Present.'" The third book selected for its stimulating effect is John Addington Symonds' 'Studies of the Greek poets.' Greek literature is the greatest known to man and every one should know something of its character, and its relation to the history of our literature. The last inspirational book chosen is Emerson's Essays. Emerson is valuable because he makes you think. He takes new points of view which make the truth vivid. These books are worth while because they arrest attention, arouse interest, and provoke to enthusiasm.

Reference books.

Course in reference books. Milwaukee Normal School Bul. 7: 1-36. Ja. '11.

A suggestive list of reference books so arranged that all reference works of the same type are grouped together.

Reference work.

Information bureau: an undeveloped possibility. F. J. Patrick. *Lib. Asst.* 8: 10-6. Ja. '11.

"The arrangement of all available material in such a manner as to secure the greatest possible utility with a minimum expenditure of time, is the all-important consideration of to-day, and, as we well know, its influence is felt in the public library just as it is in the work-shop or office." Research work is unsatisfactory in the majority of English libraries to-day, hence the need of an information bureau to organize such work, all results of work should be put on record and filed so that no search would need to be made twice. Miscellaneous essays should be indexed as should illustrations, portraits, maps, etc. "Another useful duty . . . would be the indexing of useful periodical articles immediately upon the receipt of the periodicals containing them. This would be especially useful in the case of scientific, professional and trade articles." A further accessory to reference work is the making of clippings from newspapers and periodicals. These should be placed in envelopes and arranged by subjects.

Reference work in small libraries. N. C. Lib. Bul. 1: 53-7. D. '10.

The librarian should become thoroughly familiar with the reference books, should have tact in knowing when to offer aid and when to refrain, ability to turn quickly from one subject to another, knowledge of human nature and infinite patience. Above all experience is indispensable. Reference books should be studied with reference to their scope, manner of treatment and form of arrangement. A list of reference books is given.

S**School libraries.**

See also High school libraries.

Schools and libraries. See Libraries and schools.

Shelving of books.

See also Book storage.

Special libraries.

See also Agricultural libraries; Legislative reference work.

Relation of special libraries to public and university libraries. F. C. Hicks. *Lib. J.* 35: 487-93. N. '10.

The first libraries were special libraries, and library history is a record of development from private and proprietary to public libraries. A counter tendency now points to the increased development of special libraries. The author's definition of the latter term is "any library designed to meet a special or unusual need, or to serve a special class of readers." Attention was first focused upon this class of libraries by the formation of the Special Libraries association at Bretton Woods, July, 1909. Over 100 libraries are now represented in its membership and a periodical is issued ten times a year. "Necessity for quick service" is the reason advanced by Dr. Whitten for this rapid development. Dr. Bostwick, in his "American public library" attributes it to a failure on the part of the public library to provide for all the needs of the public. These statements are not to be accepted without qualification. "Quick service is a desideratum in any library. As a justification for the existence of certain classes of special libraries must be added to quick service the fact that they are essentially private in character. Their functions could not,

even though the service were quick enough, be performed by public libraries. The confidential activities of a great corporation are safeguarded by having its own library and librarian. While such libraries may co-operate with other libraries in many ways, their actual reference use must be private. To suggest that they should be administered by public librarians is to say that the city should interfere unnecessarily with a man's private business." A classification of special libraries with respect to the degree of freedom with which they may be used by the public shows that the most restricted are those maintained by business firms and corporations; next to these come libraries maintained by owners of great office buildings for use of tenants; many proprietary libraries still restrict usage to stockholders and members; many university libraries are restricted in practice if not in theory; libraries connected with public institutions are usually open for reference use; many proprietary libraries, including those of business offices, colleges and institutions, are open to outsiders who are introduced by members or librarians of cooperating libraries; some special libraries are free for public use. "The more special in subject matter a library is, the less danger there is of misuse of the privilege. The number of individuals interested in such libraries often is so small that the satisfaction of their needs presents no practical problem, and does not inconvenience the qualified patrons." New York city contains libraries of almost every class. Thru cooperation with the public library, the collections of Columbia university, of the New York academy of medicine, of the Medical society of the Country of Kings, of the Union theological seminary and of the New York historical society are available to the public. On the other hand none of the various law libraries is open for public use. "This brief survey seems to indicate that with few exceptions special libraries in New York city are open to the public, that public libraries have not been neglectful of their duties, and that they are justified in limiting their purchases in certain fields because of the fortunate existence of special libraries." The question still remains, however, would not such collections prove of more general value if administered as departments of the public library? It is the author's opinion that a very small section of the public makes use of special collections outside of the public library. He recommends a more careful study in each city of local needs, and more attention to new needs as they appear. Every city should have a committee of cooperation on which every library should be represented. "The committee should so handle the situation that by correlation, co-operation and courtesy, all the libraries, special and general, should become, for practical purposes, parts of one great city system." For steps which can be taken immediately he offers two suggestions: "Send to the United States Bureau of education a full statement of any special collections that exist in any of your libraries in order that the facts may be printed in the forthcoming 'Report on special collections in American libraries'; in your own city form a committee on library cooperation, and let your deliberations result in some definite action."

Studebaker library and its work. E. Abbott. *Pub. Lib.* 15: 416-8. D. '10; Same. *Special Lib.* 1: 66-8. N. '10.

The demand for skilled and efficient service has been very influential in developing the individual worker, and in this development libraries have an opportunity to play a very important part. The Studebaker library is the outgrowth of a desire to develop the usefulness and talents and skill of the Studebaker employees. It is a department of the company and serves "as a depository for available material in all forms which has been gathered to supply the demands made upon it; as a channel through which information of vital importance is disseminated to the directors, offi-

Special libraries—Continued.

cars and employees of the company"; and as a stimulating force. It is available to all employees, even those employed in branch houses. The material it contains is purely technical bearing on the Studebaker business and consists of books, public documents, "pamphlets, mounted maps, newspaper and magazine clippings, reports, blue prints, directories, patent specifications, competitors' catalogs, as well as catalogs of companies manufacturing supplies needed in the many departments of the factories and offices." In addition to these there is a historical collection consisting of copies of all publications of the company, all references to the company found in newspapers and magazines, and pictures of the Studebaker factories and branch houses. Besides 100 popular magazines the library receives 300 technical and trade journals. "Articles of peculiar interest to the directors and officers and all employees of the plants not regularly on the mailing list are noted and forwarded to the individuals charged with the particular work covered by the articles, giving the paging of the article to be read." In addition magazines are mailed regularly to 918 people. Thru their Bulletin the company calls attention to articles on special subjects by an alphabetical index. Though no effort is made to reach employees except thru the Bulletin "requests for material from the library have increased at the rate of 200 a month and the circulation 400 and 500 a month since the installation of the plan."

Use of print in the world of affairs. J: C. Dana. Lib. J. 35: 535-8. D. '10.

In the opinion of the author, educators, including high school principals and teachers, and college professors, fail to realize the value of a knowledge of the use of books. They "do not realize the value of their libraries; do not maintain or house them properly; do not make adequate use of them; do not impress their students with the importance of skill in using books and libraries, and do not insist that that skill be acquired in the four years of the college course." Librarians, too, following academic traditions "fall fully to realize, to make use of, and to help to promote the development of that custom of gaining profit from printed things, which is spreading so rapidly in the world of affairs." An indication of this trend in the world of affairs is afforded by the rapid growth of special libraries. Of his own experience in establishing a business branch in Newark, New Jersey, the author says: "No sooner had we entered upon this work of collecting material of the kind that may very inadequately be characterized as 'business,' than we discovered that its quantity is very much greater than we had supposed, and that to collect it, arrange it, and make it easily accessible, is work that libraries have taken up to a slight extent only and that we would find it in consequence extremely difficult. . . . We have touched the margin only of a large field of printed things, a field not yet thoroly explored by members of our craft." The place for a business branch is, of course, in the heart of the city—the proper location for the main library itself in the writer's opinion. The business branch of the Newark library contains: directories to the number of 500; several thousand manufacturers' catalogs; a selection of United States government publications; local municipal publications with a selection from those of other cities and states; about 500 books relating to business, accounting and advertising; 500 general reference books; about 20 trade periodicals; maps, local and general. Fiction and general periodicals are also kept at the branch for convenience of patrons in drawing and exchanging books. With so much already accomplished the librarian still feels "that we are only at the beginning of a work, the size and importance of which we did not realize at all when we began, and realize very imperfectly we are sure, after giving considerable time to it for nearly three years. We are not in a position either to take pride in what is done or to give much help to others. Rather,

we are inquirers. We believe the idea of placing a collection of printed things which men of affairs will wish to use in the center of our city is a very good one. Our beginning indicates that our belief is sound. We shall carry the work on as long as the use made of our collection grows as rapidly as it has thus far."

What are special libraries? L. B. Krause. Pub. Lib. 15: 413-5. D. '10.

Commercial libraries may be classified under two heads. In the first class belong welfare libraries—libraries maintained by a firm for the benefit of employees and consisting of books for general reading and technical literature for self improvement along the line of business of the company. Libraries of the second class consist of specialized collections designed to render expert service to the firm along its line of business. A typical library of this class, belonging to an engineering company, consists of books and periodicals on engineering and such allied subjects as building construction, concrete, timber preservation, etc.; statistics and data as to legislation; photographs; topographical surveys and maps; and manuscript material, consisting of letters, reports, etc. The business man's first interest is in the quality of his collection. "He has just one object in view—he wants specific information and he wants it quickly, and the business librarian's watchword must constantly be, quick, accurate, authoritative service." The tried methods of the public librarian can be adapted to the needs of the special librarian.

State documents.

Monthly list of state publications. J. D: Thompson. A. L. A. Bul. 4: 722-4. S. '10.

Report of the State libraries committee on exchange and distribution of state documents, 1910. A. L. A. Bul. 4: 694-6. S. '10.

State libraries.

Co-operation of the state libraries and the Library of congress in the preparation of reference lists. H. H. B. Meyer. A. L. A. Bul. 4: 713-5. S. '10; Same. Special Lib. 1: 60-2. O. '10.

Foreign law in state libraries. C: C. Soule. A. L. A. Bul. 4: 702-3. S. '10.

A state library as soon as it has made a fair beginning in its collection of American literature should begin to collect the laws and law reports of other countries using the English language and English common law. This will include England, Canada, Scotland, Ireland, Australia and other English colonies. When funds permit all translations of foreign law into English may be placed in the state library. As French, German and Spanish are quite generally read in America, the larger libraries might include works in these languages. There are also many translations into French and German of other continental works which are not available in English.

How can co-ordination best serve the library interests of the state. J. Brigham. A. L. A. Bul. 4: 725-8. S. '10.

The writer outlines the situation in Iowa. The libraries maintained by the state are as follows: libraries in the state charitable and penal institutions; libraries in the state university, college of agriculture and normal school; state historical society library; system of traveling libraries; state library, consisting of three departments, law, historical and general, each housed separately. The various plans suggested for co-ordination among these separate libraries are presented.

State libraries—Continued.

Relation of the state library to other libraries of the state. D. Brown. A. L. A. Bul. 4: 699-702. S. '10.

The relation of the state library to other libraries of the state will be determined by its nature. If the state library exists for state officers and the legislature, it should have no authority or rights of supervision over other libraries. If it is a general reference and public library, it may very properly be given the right to supervise and inspect. It is generally conceded that a great central institution can keep in closer touch with advanced movements. This being the case local libraries would benefit by contact with the central library. The same kind of supervision as that maintained by a state superintendent over schools is what the writer would advise. He feels, too, that state authorities should fix qualifications for librarians of local libraries. "My position then is, that there should be a certain amount of supervision by state libraries, but that the details must be worked out by practice and experience; that a large share of initiative should be left with the local community. In many states this supervision and organization are lodged in the library commission, which, of course, takes it out of the province of the state library unless the two are under one management."

State library system of California. J. L. Gillis. A. L. A. Bul. 4: 728-9. S. '10.

In California the work of a library commission is carried on by the state library. The law, historical, and general departments of the state library and the extension department are all under the control of one body. This arrangement is found to be economical and in every way satisfactory. One department helps the other. The resources of the historical department are at the command of the legislative reference department; the extension department helps to build up the historical department and keeps the legislative reference department in touch with affairs throughout the state.

Storage of books. See Book storage.

Subject headings.

Subject headings. H. R. Mead. Lib. J. 35: 505. N. '10.

The feasibility of showing which are the latest books on a subject and which the best books is discussed. Zoology—Best books is cited as a model for a subject heading.

T**Technical literature.**

Selection of technical books and periodicals. H. Frost. A. L. A. Bul. 4: 663-6. S. '10.

Notes on this article are given under the heading Book selection.

Thefts.

Disappearance of books. E. L. Gilmore. Pub. Lib. 15: 421-2. D. '10.

The Lewiston, Maine, library lost an annual average of 175 books until it tried the following scheme: Long brilliant colored cards extending two inches beyond the cover were thrust into the card-pocket of each book. These cards were stamped "Please exchange this card at the desk." At the desk these cards are replaced by the borrower's card. "The long cards effectually prevent anyone from forgetting to register his book and their vivid color renders them so conspicuous that he hesitates to dispose of them if he is not entirely alone."

Traveling libraries.

Possibilities of direct service to individual farmers, including the location of traveling libraries through granges, agricultural societies, farmers' clubs, rural schools, etc. C. Templeton. A. L. A. Bul. 4: 742-6. S. '10.

Country people constitute more than fifty per cent of our population. We have barely made a beginning in reaching this large class thru the public library movement. Few farmers can be reached thru the city libraries. The state library must handle the problem. The beginning has been made in the traveling library but this cannot be looked upon as a permanent means of supplying so large a class of readers. "I look upon it rather as a step leading up to the establishment of the local country library—either county or township—which will in time, thru its own system of traveling libraries, branches, and book wagons, reach all of the people of its own community."

Doubtless one way in which the state can help the farmer most, is by getting him interested in reading thru the traveling library, in getting him to see something of the possibilities of a library, and to see at the same time to how much greater degree these may be realized thru a good local library. It is for library extension workers to direct legislation which will make it possible for such libraries to be supported by country and town people alike, free to all, and to encourage and assist the library in broadening its field." While this is the end to be desired it will be a long time before it can be reached. In the meantime the traveling library is the best agent. One of the problems in traveling library work is the make up of the library. One plan which has proved fairly satisfactory is to make up a group of 35 books—20 juveniles and 15 books of adult fiction, and add to that number 10 or 15 books to suit the community, giving the community the right to choose the class of books it will have—non fiction, or extra fiction or children's books. It is found that there are many requests for works of non fiction which before had been little read.

As a means of advertising the traveling library, the state fair, which theoretically offers a good opportunity, has not proved successful. Grange meetings and farmers' institutes have proved much more satisfactory. "Here the farmers are gathered together, not for pleasure as at the state fair, but for instruction, and they are open to all suggestions. The meetings of the women's auxiliary to the farmers' institutes are really the best places to give such talks, since the women are closely concerned in questions of social betterment." Notices in local agricultural papers have brought good results and county teachers' institutes and summer normal schools offer another good means of advertising. The writer recommends the keeping of the library in the school house. The closing of school for the summer is not a serious objection as little reading can be done in the country thru the summer. The school teacher makes the best librarian as she is used to keeping records and she will get enough help in her work out of the books to repay her for the trouble of caring for them. Aside from the school house there is no very good place in a rural community for a traveling library station. A library may be placed in a town at some central place frequented by farmers—at the general store, creamery, telephone exchange, or barber shop. One need in traveling library work is for press work concerning the books themselves. "It seems to me that with every library it would be well worth while to send some good brief reviews of the notable books in the collection to be published in the local paper. A desk attendant can tell a patron in a word or two something about a book which will interest him in it, and induce him to take it home; but the person in charge of the traveling library does not always have a discriminating taste, and does not know the books, and many a good, interesting book is

Traveling libraries—Continued. "passed over unread." In one small town a woman's club has done good work by having a two-minute book review at each meeting. These reviews published afterward in the local paper have done much to encourage good reading.

One branch of traveling library work which has grown up within the last few years and which offers a field for indefinite extension, is the supplying of individuals with books on special subjects. "But before this work can be developed to any great extent we must get together in some way, and, by our united efforts, force the passage of a library post bill.

It seems to me that if the league went seriously to work, and each state saw to it that every one of its representatives and senators received a letter from some constituent from whom such a letter would bear weight, that something could be accomplished. Until this is done, this work, which, it seems to me, is going to be the best work of the library commissions in the future, is seriously handicapped." All this work, the writer feels is in preparation for the establishment of permanent libraries. In the future traveling library work will consist entirely of supplying special books which the local library lacks.

Traveling libraries, an important change of rules in New York state. N. Y. Libraries. 2: 170-2. O. '10.

Trustees.

Trustee's responsibility for the library income. L. E. Stearns. Wis. Lib. Bul. 6: 117-20. S. '10.

Notes on this article are given under the heading Finance.

U

University libraries. See College libraries.

V

Vertical files.

New vertical file for maps. P. L. Windsor. Pub. Lib. 15: 388-9. N. '10; Same. Lib. J. 35: 509. N. '10.

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"Had I the power I would scatter li-
braries over the whole land, as a sower
sows his wheat field."—Horace Mann.

Harvard University Course in Printing

By J. C. Dana

The art of printing and the printed page have not yet taken the commanding place they will ultimately occupy. To justify this prophecy one need but group together a few familiar facts and call attention to their cumulative evidence. We are accustomed to think of the present age as the age of print; whereas, in the light of recent developments in printing processes, of certain facts in education and in the psychology of reading, of the peculiar character of print as a stimulus to its consumption, it is evident that the age of print is yet to come.

Reading is against nature. Man seems to have come to his present physical and mental development several thousand years ago, when the factors which had theretofore continuously operated to improve him in these respects ceased to act. When nature thus withdrew from him the influence which had long been acting to give him a better physique and a better brain, she left him with glottis and ears well adapted for speaking and hearing and with brain centers well developed and well arranged for understanding spoken words. The eyes had been used but little, and by very few, for seeing the visual symbols of speech, and the brain had not developed an arrangement for either the direct apprehension of written speech symbols or for transferring the impression of those written symbols to the center for comprehension of speech.

What was true of man, in relation to speech and writing, when nature withdrew her stimuli to growth and development ages ago, was almost, if not quite, as true of him when printing

was invented in the 15th century. A few had written speech symbols and a few more had read them; but most of mankind had had no opportunity to read. What man lacked in Gutenberg's day, this mental equipment for reading, man lacks still. The learner pronounces the words he sees, thus changing the visual to auditory symbols even as they enter the mind. Later, as he learns to read more readily, he moves his lips and mumbles the words to the same end; and always, no matter how skilled a reader one may become, he almost always mumbles in his mind the words he sees before he comprehends them. To cut short this mental process; to compel the brain, not by nature apt for the task, to transmute quickly visual word symbols into auditory ones; to reduce to a minimum the amount and intensity of the mental mumbling process, this is very difficult; yet all who would become rapid readers must accomplish it.

Printing, by its prodigious development in recent years, is making the process easier for each new generation. It is not giving to each new generation a brain better fitted for reading than was that of the previous one; but it is, out of its marvelous abundance, so multiplying the opportunities for reading, and, one may well say, the necessity for reading, that each year finds the young reading more, reading earlier, and reading more readily, and finds the elders daily adding to their reading skill.

Print assails the eye at every hand. Even the package of sugar, once taken home from the grocer's in a paper of meaningless drab, now carries a message to every eye. As with sugar, so with countless other things. All with one accord teach the art of reading. Life today teems with print. The penny daily is the world's primer and first reader, if the grocer's package and the wayside poster are not entitled to be so called.

The habit of reading and skill in reading thus fostered by printing seem to grow in geometrical ratio. The habit becomes more persistent; the skill becomes almost automatic in its perfection; more print is poured forth; more persons each day read it more readily, and more each day demand that more words be printed. The teacher, print, is thus itself the thing which its lessons incite its pupils to desire. As nothing in the world's history is quite like print in its effect on man, so nothing in the world's history is quite like the marvelous processes whereby print continuously fosters the consumption of its very self.

I have dwelt thus at length on these facts because they seem at once to demonstrate my opening statement that the amount of print, which man will in due course consume, will be great beyond all present comprehension—if the

print can be supplied. And this brings us to the printer.

The growth of his annual product in recent years shows that he has scarcely begun to develop the possibilities of his output.

Of newspapers and journals we now absorb, in this country alone, not less than 13,000,000,000 copies every year, six times as many as we absorbed thirty years ago. The production has risen by leaps and bounds. Most of the more important of improvements in the printing process have been made within fifteen years. Advertising printing is almost a child of yesterday, yet now amounts, in newspapers and journals alone, to \$200,000,000 yearly. Among our great manufacturing industries printing stands seventh, and in the last five years has had a greater ratio of growth than any other. Print finds a thousand uses now to a score a few years ago. The printed transfer slips for trolley lines now issued by millions; telephone directories, now printed in thousands of tons; millions of cartons used in the retail distribution of a thousand familiar articles, all these have come to the printing press almost within a day. They are all printed; they all invite reading; and they all help to make more and better readers and thus all help to create a demand for more printing still.

And now, with all this astounding growth in printing in recent years, what of the printer himself?

In the early days the mystery of the craft, its marvelous effects and the religious sanction it took from the monastic copyists to whose work it succeeded, all tended to give the printer a high and commanding position. He often took his work and himself very seriously; gave freely of time and thought to his productions; respected himself and his calling and was respected by the learned world. But the art naturally soon became thoroughly commercialized, lost its mystery, reverence ceased to be paid to it, and quantity rather than quality of output was sought by both producer and consumer.

In the last three centuries a few men, and a few only, have distinguished themselves by giving whole-souled devotion to printing; by bringing to it a high and well trained intellect and by producing careful, honest and distinctive work. The vast majority have been content simply to print. The reading public has meanwhile asked for little of the printer save that his products be legible. This indifference of the printer and the reader does not, perhaps, fully explain the crafts decline; indeed, we seem to lack adequate reasons for the development of that indifference. But, whatever the explanation, this fact remains, that for several hundred years the most important of all the arts; the one which alone seems distinctly to differentiate our civilization from that of any other age; the one which is doing more to modify human life than any other; the one which at once both preserves and distributes the results of all research, exploration, experiment and thought; the one which more efficiently promotes learning, wisdom and all the fine and applied arts than any other,—this fact remains, that this craft has not received either from those who follow it or from those who use its products, the esteem, respect and attention which are its due.

While commerce, banking, railroad building, architecture, the fine arts, engineering, medicine, law, government, as well as carpentry, plumbing and a score of other professions and callings have been made subjects of study in schools or colleges or universities or institutes of technology; have been discussed as subjects of study in scores of volumes and have been handled in scores of educational text-books—while all this has been done for almost all other trades, crafts, arts and sciences, printing, which is the foster-mother of them all, has received no such recognition.

I do not attempt to explain this remarkable situation. That task must be left to the psychologist and the historian. And I do not wish to imply that I hear from printers themselves any complaint about neglect, disrespect or failure to appreciate their importance and their difficulties. I am simply stating the fact that no great university, indeed no school of note of any character whatever, had, up to the year 1910, in this country at least, ever considered printing as a subject worthy of a place in its course of studies.

The fact is astonishing. I believe it will seem more astonishing still, when viewed in the prospective of a dozen years.

Harvard University has maintained for nearly three years a graduate school of business administration, with a two-year course, which undertakes to give specialized instruction leading up to a business career. It thus recognizes the claim of modern business to be regarded as a profession, equally with the applied sciences, medicine, law or divinity. The two years of graduate study, based upon the preliminary college course, comprise a series of new courses in general subjects, commercial law, economic resources, and industrial organization, followed by the more specialized courses leading directly to the business for which the student is fitting. The school is designed for those aiming to fit themselves for ultimate attainment of posts of responsibility and leadership in the business world. There is no expectation of turning out captains of industry ready-made. Graduates must of course begin at the bottom of the ladder.

To the specialized courses for the second year of this school, Harvard has this year, 1910-11, added a course in printing. Of this course one special series of lectures is being given, under the heading, "An Introduction to the Technique of Printing," by a group of printers, manufacturers of printing presses, makers of printing inks and makers of paper, and by specialists in these and allied lines of industry.

This course, opened by an introductory lecture on January 30, 1911, may be said to mark an epoch in the history of printing. From it we may hope to see a notable change for the better in the attitude of the printer toward his calling and in the attitude of the public toward the printer. Perhaps one may more properly say that it indicates that the change is already under way. No remarkable results are looked for in the near future. The number of students is small. The project is laid on new lines, in a field never yet pedagogically explored. Advance will be made by slow and cautious steps, in the hope that after a few years of careful experi-

ments and close observation a tentative outline for education, in so much of printing's technique as a future master of shop-workers may need for his primary equipment, may be safely promulgated. All this is in accordance with the best traditions of education and of Harvard itself.

This first course, introductory to the technique of printing, is not a course in technique itself, though those who take it will be given opportunities to learn something of actual printing under the best modern conditions. It opens up the subject; it does not attempt to expound it save in outline.

Briefly it is as follows:—

Introductory Lecture—John Cotton Dana.

The Preparation of the Manuscript—E. Byrne Hackett (two lectures).

Type and Composition—D. Berkeley Updike (twelve lectures).

Paper—

William H. Wheelwright (four lectures).

Arthur D. Little (two lectures).

Printing Ink—James A. Ullman (two lectures).

Reproducing Processes—

A. W. Elson (two lectures).

William C. Huebner (one lecture).

Printing Machinery—

Herbert L. Baker (two lectures).

Henry L. Bullen (two lectures).

A. F. MacKay (two lectures).

Printing Office Construction—

Henry Lewis Johnson.

Walter S. Timmlis (two lectures).

Printing Office Management—J. Horace McFarland (three lectures).

Commercial Bookbinding—H. M. Plimpton and A. E. Barter (three lectures).

Distribution—C. Chester Lane (three lectures).

The auspices of this, the first university course in printing in the world's history, the first introduction of typography to the noble company of the humanities, since those days of the fifteenth and sixteenth centuries when the humanities presided so wisely over her earliest years—the auspices of this event are most favorable. Harvard has conferred a certain dignity upon the typographer; the typographer, we may well believe, will not only offer proper homage to the university which has thus honored him; but will also bring in his turn new honors to the university.

It should be noted that the existence of this first university course in printing is in part due to a group of men, calling themselves "The Society of Printers," who have for several years been quietly and studiously at work at a two-fold task, first, that of strengthening their own powers as craftsmen through study and conference and, next, that of adding by precept and example to the dignity and effectiveness of their calling.—National Printer-Journalist, Ap. '11.

"When all is said and done, those of us who are really educated are self-educated. The best that schools and colleges can do is to teach us to read and tell us what books to read and perhaps help a little to form our taste. For those of us who have, however, missed schools, and colleges, who have been busy and perhaps won our

leisure too late, there is still education near at hand and cheap—the library."—Editorial in Harper's Bazar.

"A library is very formidable to a newcomer. Even the material equipment impedes one's progress. I have long wished for an opportunity to tell the maker of card catalogs that they ought to invent an automatic device for turning cards, especially when there are one hundred and fifty on the same subject. Your spiritual equipment I have never doubted, but your material equipment is very difficult to handle and it gets more and more difficult when you offer it to a child in the grades. When you see somebody who is just four feet high confronting a bureau of information that is six feet high, with the top drawers of A's just out of reach, you can realize how that saps the enthusiasm for the use of a library as a source of material related to fourth-grade geography."—C. H. Judd in Nat. Educ. Assn., 1910.

"I hesitate to call the Public library the 'people's university,' for the phrase has become frayed and threadbare, 'with a decided tendency towards cant.' Call it what we will, we are all interested in finding out to what extent the library may help a poor workman to become a good workman, a good workman to become a master of his craft.

All libraries should make some sort of attempt to keep in touch especially with the leading industries in which the community which supports the library is interested. The unprejudiced will admit that the carpenter and woodworker has as valid a reason to expect to find a good magazine on the trade on which he depends for his livelihood upon the library table, as has the light literature reader to find the all-story paper or literary review there. Has the library done its full duty? It is becoming more and more the practice in the gradual widening of the library field in Ontario to use a fair proportion of library income in the purchase of books and periodicals devoted to the industrial trades. It is the shop-taught worker who needs more surely the help the library can and should give him. His wants should be looked after first by getting the books and periodicals that will be of benefit to him, and then by letting him know that they are for his special use."—W. R. Nursey, Inspector of public libraries, Ontario.

In the April Century, John S. Billings, writing of the work of the New York public library, says of the use made in that library of magazine literature: "The greatest demand upon this library is for periodicals, both new and old, including, under this head, journals, magazines, transactions

of societies, and reports of institutions and corporations. The greatest number of calls is for numbers of current periodicals, literary, scientific, philological, historical, artistic, technological, industrial, philosophical, and religious, and this demand is supplied on a large scale, one half of the funds available for the purchase of books being now devoted to this purpose. About seven thousand current periodicals are received, covering all subjects, in all languages, and these are instantly available for the use of students. About one thousand of these are indexed for important papers, the titles of which are copied on cards, with the proper references, and these cards are at once placed in the public catalog under the subjects to which they refer. The modern slang phrase 'a back number' to indicate uselessness, does not apply to files of old periodicals in the library. There are about ninety thousand volumes of these, and they are of the greatest value to students in search of historical data on any subject. In the field of American history the files of old newspapers are of special importance, and of these the library has one of the largest collections in this country."

"There is no clearer evidence that the library movement is passing out of its period of early youth and approaching maturity than the character of recent library conferences, both national and state. That acute consciousness of a high mission and calling, that peculiar sense of responsibility for the well-being and improvement of society, that strained and overserious attitude towards its own work and methods which were so much in evidence at the meetings of ten or fifteen years ago were conspicuous by their absence this year at Mackinac Island and Lake George. Self-assertion has given way to the spirit of inquiry. Library dogma has lost its note of authority. Librarians are ceasing to feel that they are a peculiar people to whom has been given a final revelation; they are recognizing that their gifts and their mission are similar to those of all serious workers for the world's good and that they have much to learn from outside their profession. It may be charged that they are now taking their work less seriously, but the criticism is superficial. They are indeed taking themselves, their discoveries and methods less seriously; but by very reason of this elimination of self, they are taking their work more seriously. They have passed from the strenuous, feverish seriousness of childhood to the calm, sane, reserved seriousness of maturity and their work and position in the world will immensely gain by this change. The quietness, the spirit of relaxation, the willingness to con-

sider matters outside the profession, the admission of mere fun and humor into the program—characteristics that were so conspicuous at the Mackinac and Lake George meetings—so far from being signs of deterioration in the library profession, are the very best evidences of a large and growing seriousness. They are the signs that librarians are coming into more simple and natural relations with the work of the world, and are learning to see their fact, to see it clear and to see it whole".—N. Y. Libraries. Ja. '11.

The Question of Renewals

The Grand Rapids Public Library is considering the question of renewals with a view to abolishing the renewing of books and allowing readers to draw books for four week periods if they so desire. In a recent letter to the *Dial* Mr. Samuel H. Ranck, the librarian, comments further on the proposed change:

"Permit me to go into the question of renewals a little more fully than it was discussed in our annual report, bearing in mind that what I have to say does not apply to new fiction—seven-day books. We look upon this whole matter as chiefly one of administration, for most of the mistakes or misunderstandings with the public which arise in the circulating department are in connection with renewals,—persons thinking that books had been renewed when they were not, and therefore becoming subject to fine. Furthermore, renewals are given practically to everyone who asks for them, so that anyone who wishes to retain a book four weeks gets it for the asking. If the Library is willing to let him have the book four weeks (provided he asks for it) it seems to us that it would eliminate a lot of red tape and trouble to cut out the renewals and allow the borrower to keep the book the straight four weeks if he wished to do so, without bothering him to have the book renewed in order to escape a fine.

"Most libraries in renewing books (many of them taking the request for renewal over the telephone) count the renewal as a second issue, and in that way the statistics of circulation are swollen; but I believe that that is not the best way for a Library to increase its circulation. To have some one sit at a telephone desk all day taking requests for the renewal of books and then count those requests as circulation, is going through the motions, but without giving any real service. I believe that the sooner our libraries cut out all make-believe service of this kind the better it will be for them and for their communities. I might add that at least two well-known libraries (Newark and Pittsburgh) have abolished renewals, or restrict-

ed them to fiction, to the great satisfaction of all concerned.

"There are many books which it is impossible for a busy person to get through with in two weeks, and a fixed time limitation of that kind is in reality a limitation to the real usefulness of the library. I personally know of many such cases. In some instances it is true that to lengthen the retention period would curtail the general usefulness of the books; but these instances are comparatively very few, and the time, trouble, and dissatisfaction that this Library would save by abolishing renewals would, I believe, more than enable it to pay for the few additional duplicates that might be necessary. The best place for almost every library book in the circulation department is in the hands of some borrower, and not on the shelves waiting for the possible time when someone may want to use it. In every large library there are thousands of volumes that do not circulate once in three years, and some not once in ten years.

"In short, as we see the problem in Grand Rapids, the abolishment of renewals would make for a better and more satisfactory service, thereby enabling the people to get more real use out of the library than they can get at present. It should be understood, however, that no definite action has yet been taken in the matter; the abolishment of renewals was simply recommended in our last annual report."

While Mr. Ranck, as a librarian, may look at the matter as "chiefly one of administration," there remains something more to be said from the standpoint of the reader. The loaning of seven-day books is successful primarily because seven days is a sufficient period of time to devote to such books. But the reading of other books cannot be compressed into seven days, or even two weeks. "There are," as Mr. Ranck says, "many books which it is impossible for a busy person to get thru with in two weeks." How many readers, one is led to wonder, have returned "It Never Can Happen Again" to its place on the shelf at thought of the two week limit? It would be possible to renew the books at the end of that time, of course, but renewals, for reader as well as librarian, are a nuisance. And, for one modern writer who cannot be compressed into a two week period, there are a dozen of the older novelists. The charm of these earlier writers is felt only with a quiet, leisurely reading. "Henry Esmond," "David Copperfield," "Middlemarch," and "Les Misérables" were not written with any thought of two week limits. Libraries issuing vacation cards find that many of the books drawn out are the works of the standard novelists. May not the explanation lie in the prospect of long, leisurely days ahead? Might not the doing away of library re-

newals and the extension of time to four weeks help towards a revival of the popularity of the classics?

A Reading list for Boy scouts of America, compiled by the Public library of St. Joseph, Missouri, is reprinted by the Minnesota Public Library Commission in *Library Notes and News* for March, 1911. References are grouped under the headings Scoutcraft, Woodcraft, Endurance, Camps and camping, Indians and their signs, First aid to the injured, Signalling, etc.

Vacant Lot Cultivation Bibliography

- Beauty for ashes. A. Sutherland. il. Delin-eator. 63: 648-9. Ap. '04.
Chicago city gardens association. L. D. Pelham. Survey. 22: 423-5. Je. 19, '09.
City farm training schools. Yale Review. 7: 95. My. '08.
Cultivation of vacant city lots. M. A. Mikkelson. Forum. 21: 313-17. My. '06.
Cultivation of vacant city lots for the unemployed. '95. N. Y. Assn. for improving the condition of the poor.
Farming on vacant city lots. A. E. S. Beard. il. World To-day. 11: 875-6. Ag. '06.
Farming vacant city lots. A. Sutherland. il. Review of Reviews. 31: 567-71. My. '05.
Fostering self respecting manhood. Arena. 41: 580-3. Ag. '09.
Free farming for the poor. R. F. Wilson. il. Harper's Weekly. 39: 566. Je. 15, '95.
Gardens in Philadelphia. Independent. 54: 1795. Jl. 24, '02.
Homes in waste places. B. Hall. World's Work. 19: 12398-9. D. '09.
Immediate relief for the unemployed: third report, seasons, 1908-9. '10. Vacant lot gardening assn., 56 Pine St., New York.
Pingree potato culture and its effects on business. C. A. Robinson. Arena. 19: 368. Mr. '98.
Reaping in waste places. A. Sutherland. il. Harper's Weekly. 54: 25. Ja. 1, '10.
Reports. Cleveland home gardening assn. Secy. 501 St Clair ave., Cleveland, O.
Self help for those who can't work in the usual business. Report. '01. Vacant lot cultivation assn., Philadelphia.
Successful experiment for the maintenance of self respecting manhood. B. O. Flower. Arena. 15: 545-54. Mr. '96.
Undertow to the land. F. F. Kelly. il. Craftsman. 11: 302-8. D. '06.
Utilizing vacant lots and land held by speculators in real estate. G. Stickley. Craftsman. 14: 335-9. Je. '08.
Vacant lot cultivation. Munic. Affairs. 2: 316-7. Je. '98.
Vacant lot gardens. Independent. 55: 1358. Je. 4, '03.
Vacant lot gardens vs. vagrancy. R. F. Powell. Charities. 13: 25-8. O. 1, '04.

Periodicals Included

- A. L. A. Bul.—American Library Association Bulletin, 1 Washington St., Chicago.
- *Boekzaal.—Boekzaal. f. 3. 25. Ploegsma and Co., Zwolle, Netherlands.
- Conn. Pub. Lib. Doc.—Connecticut Public Library Document, Public Library Committee, Hartford, Conn.
- Folkbiblio.—Folkbiblioteksbladet. kr. 1. Folkbildningsförbundet. 6 Lästmakaregatan, Stockholm. (Quarterly.)
- * For Folke-og Barneboksamlinger.—For Folke-og Barneboksamlinger. (Quarterly.) kr. 1. Christiania.
- Ia. Lib. Q.—Iowa Library Quarterly, Iowa State Library Commission, Des Moines, Ia.
- Library, n.s.—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.
- Lib. Asst.—Library Assistant. 4s. H. Rutherford Purnell, Central Library, Town Hall, London.
- Lib. Assn. Rec.—Library Association Record. Single numbers, *2s. Whitcomb House, Whitcomb St., Pall Mall East, London, S. W.
- Lib. J.—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. Occurrent.—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.
- Lib. Work.—Library Work. 50c. The H. W. Wilson Company, Minneapolis, Minn.
- Lib. World.—Library World. 6s. 6d. Library Supply Co., 181 Victoria St., London.
- Minn. Pub. Lib. Com. Notes.—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.
- N. Y. Libraries.—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- News Notes of Cal. Lib.—News Notes of California Libraries, California State Library, Sacramento, Cal.
- N. C. Lib. Bul.—North Carolina Library Bulletin, Raleigh, N. C.
- Ohio State Lib. Bul.—Ohio State Library Monthly Bulletin, Columbus, Ohio.
- Penn. Lib. Notes.—Pennsylvania Library Notes, Pennsylvania Free Library Commission, Harrisburg, Pa.
- Pub. Lib.—Public Libraries. \$2. Library Bureau, 156 Wabash Ave., Chicago.
- Special Lib.—Special Libraries. \$2. Special Libraries Assn., State Library, Indianapolis, Ind.
- Vermont Lib. Com. Bul.—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wis. Lib. Bul.—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.

* We are indebted to Mr. F. G. Axtell, Librarian of Macalester college, St. Paul. for translations and digests of the articles in Boekzaal, For Folke-og Barneboksamlinger and Folkbiblioteksbladet.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current Library Literature

January to March, 1911

American library association.

Evening dress. Lib. J. 36: 68-9. F. '11.

An answer to "Anent library gatherings" in the Bulletin of Bibliography for January, 1911.

Architecture. See Buildings.

B

Bibliography.

Bibliographic work of the library of the United States bureau of education. E: D. Greenman. Lib. J. 36: 180-1. Ap. '11.

The bibliographic work of the library of the bureau of education consists of: 1, the preparation of an annual bibliography of education; 2, the compilation of brief bibliographies on special subjects; 3, the indexing of current educational periodicals. There are on file now in the library, selective bibliographies on over 700 subjects relating to education. These are sent out to any one desiring such material.

Binding and repairing.

Manual of library bookbinding, practical and historical; with an introd. by Douglas Cockerell. H: T. Coutts and G: A. Stephen. D. xi, 251p. il. pl. diag. *7s. 6d. Libraco, Ltd., 60 Wilson st., Finsbury sq. E. C. London.

"The aim of this Manual is not to supersede the existing treatises on the craft of bookbinding, such as those by Messrs Cockerell and Zaehnsdorf, but to supplement such works by giving prominence to those phases of the subject which are of practical interest to the librarian, and incidentally to the bookbinder who specializes in library binding. An endeavor has been made to give a succinct account of the processes of binding at the present day, by describing the methods of hand and machine binding respectively; to indicate the essential features of library binding; to describe and give actual examples of some of the best and most suitable materials for library binding; to describe the different methods of recording and checking books dispatched to the binder; to give practical information on the equipment of small binderies in libraries, and on the repairing of books, as well as to give recipes, miscellaneous information, and a glossary of terms."—Preface.

Paper of lending library books, with some remarks on their bindings. C. Chivers. Q. 34p. *90c. (*2s. 6d.) '10. C. Chivers, Bath. (For sale by Baker & Taylor Co., N. Y.)

This work is a summary of a lecture delivered by Mr. Cedric Chivers before the American library association at Bretton Woods, July, 1909. The gist of the lectures has already

appeared in the Library Journal for August, 1909, but the present volume includes a number of diagrams, photomicrographs of different qualities of paper, and tables of statistics which elucidate the text.

Book binding. See Binding and repairing.

Book buying. See Book prices.

Book prices.

Net fiction and the libraries. J. I. Wyer, jr. Publishers' Weekly. 79: 1104-5. Mr. 4, '11; Same. Lib. J. 36: 185-6. Ap. '11.

Book selection.

Book selection: fundamental principles and some applications. E. A. Baker. Lib. Assn. Rec. 13: 17-29. Ja. '11.

The principles which guide us in the selection of books for the library will depend upon our conception of the function of a library. After examining the conflicting ideas as to what a library should be and what purpose it should serve, we find that we must accept two views, the utility and the humanist view. Our conception of the function of the library must embrace, on one hand "the idea of the Workshop, the bureau of information, organized to answer any possible inquiry presenting itself in the course of their daily employment, to teacher or student, business man or workman, people engaged in social and political work, public speaker and journalist; and, on the other, the Humanist idea, the idea of knowledge sought for its own sake, and literature having no practical value, but loved for its emotional and spiritual bearing on our lives." The ratio between the utilitarian and the intellectual needs of every community is a problem for each library to solve for itself. "There is no such thing as an ideal selection of books that would suit any community. In some places the demands of utility will be almost nil. In other places we may be driven to neglect the higher side by the pressure of the demands from readers engaged in highly technical industries, or from the numbers of highly specialized students requiring textbooks and works of reference. We must then, as a preliminary step, estimate with the utmost care the relative weight of the two demands."

Having arrived at a decision in this matter we still have to decide between two methods of applying this general principle—the numerical method and the method of correlation. While the first is the easier, requiring as it does only a decision to buy so many books on a given subject, the second is the more satisfactory method. "The one sound method of applying our canons of selection is to choose only such books as will fit into a graduated and continuous course of study on each specific subject. Every book should be linked with, be subordinate or complementary to, some other book or group of books. Only thus can we insure that our library supplies not merely books, but courses of reading, not only material, but material organized for use." This requires a vast knowledge of books as individuals on the part of the librarian, but the first duty of the li-

Book selection—Continued.

brarian is to be a book expert. In considering the needs of his community the librarian must recognize two facts: first, that around every branch of human activity, there has grown up a great mass of technical literature; second, that with the universal ability to read there exists an insatiable appetite for crude knowledge. "Unfortunately, this rage for information, and this wealth of experience accumulated in books, are not exactly complementary to each other. The most voracious reader is the devourer of our cheap newspapers and popular magazines, the incredible childishness of which is an index to the vital need of our time for organizing the stock of knowledge and directing the appetite for information aright." An ordinary public library cannot provide on a lavish scale for the needs of all kinds of people, but it should at least provide the bibliographical guides which will enable the specialist to know what material there is on his subject. The library can give each an opportunity to become a book selector in his own line."

There is a point at which the requirements of the artisan, the engineer, farmer, and technical student may fairly be regarded as satisfied. We have done our duty in any given branch of technology when we have provided enough modern books to serve the needs of the local worker. But when literature is in question we cannot say, 'Look here, we have given you the best poets, an adequate selection of the finest dramatists and essayists, and a representative course of reading in the Greek and Latin classics: the library is now complete.' Here it is impossible to lay down narrower limits than those of our powers of spending; controlled by our powers of wise selection. In the matter of selection the question still is as to the value of the book. Ask of a novel—does it satisfy our aesthetic instincts? The purpose of the public library is not to furnish mild dissipation at the public expense.

550 children's books: a purchase list for public libraries. comp. by H. H. Stanley. D. 24p. pa. 15c. (D.) '10. A. L. A.

"To indicate a model collection of books for a children's room is not the plan of this list. It aims rather to cull from the mass of juvenile literature in print, some five hundred or more titles approximately the most wholesome and interesting and the most useful in average public library work."—Preface.

Reading for pleasure and profit. 2d. ed. rev. O. 31p. pa. Free Pub. Lib. Newark. N. J.

"A list of certain books which young people find entertaining; being chiefly books which older readers enjoyed when they were young."

Standard of selection of children's books. C. Burnite. Lib. J. 36: 161-6. Ap. '11.

The aim of work with children is to inculcate and foster the habit of reading good books as a pleasurable experience. A secondary aim is to cooperate with the teacher in the formal education of the child. The selection of books which will promote these ends involves three essential factors: first, knowledge of various classes of children; second, knowledge of the appeal to make to each class; third, skill in the application of knowledge. The classes of children who come to the library will include, young children with reading habits unformed, older boys and girls who have read little, children who come from homes where much ephemeral literature is read, children whose reading has been of a very low if not actually vicious character, and children who have read from a well selected library or whose reading has been guided at home. The latter group presents no problem to the library. A literary taste has already been formed, the library must see that it is supplied. The first group of little

children is likewise a simple problem. Myth, folk lore, poetry and fable will make the right appeal. The second group of older boys and girls who have read little may be reached thru much the same material. "Such children often do not have the reading faculty of a child four years their junior." The real problem is presented by the third and fourth groups, those who have already formed reading habits which are unprofitable. "The principle to go upon in the selection of books for such a class of boys and girls is that the books selected for them should contain such elements of interest in a lesser degree, or as few aggravating features as possible, depending as aids upon the attractive quality of the make-up of the books, the contact of the librarian with these readers, and the attractive physical features of the library." Some of the elements in cheap literature which appeal to boys are patriotism and the spirit of adventure. Girls who have read too much sentimental fiction present a problem for which a solution has not been worked out, altho they may often be led to read the more wholesome of the lighter novels.

Suggestive list of children's books for a small library, recommended by the League of library commissions, comp. by H. T. Kennedy. O. 102p. pa. 25c. '10. Wisconsin Free Lib. Com.

"In this list of five hundred books, an effort has been made to cull the best among the new books as well as to keep the best of the old. Some books have been included which the children would not voluntarily choose, but which they can be encouraged to read and enjoy, if the librarian herself knows and loves them." As a further aid in selection the Maltese cross (+) is used to designate books recommended for first choice.

Book selling.

Rise and distribution of literature. F: W. Jenkins. Lib. J. 36: 99-111. Mr. '11.

An account of the making and selling of books in ancient Egypt, Chaldea, Babylonia, Greece and Rome.

Books, Care of.

Can books carry infection? G. E. Bentzen. For Folke-og Barneboksamlinger. 5: 5-7. F. '11.

Books, Making of.

See also Binding and repairing.

Paper of lending library books, with some remarks on their bindings. C. Chivers. Q. 34p. *90c. (*2s. 6d.) '10. C. Chivers, Bath. (For sale by Baker & Taylor Co., N. Y.)

This work is a summary of a lecture delivered by Mr. Cedric Chivers before the American library association at Bretton Woods, July, 1909. The gist of the lectures has already appeared in the Library Journal for August, 1909, but the present volume includes a number of diagrams, photomicrographs of different qualities of paper, and tables of statistics which elucidate the text.

Buildings.

Modern temple of education: New York's new public library. D: Gray. il. Harper. 122: 562-76. Mr. '11.

New building of the New Bedford free public library. Lib. J. 36: 65-6. F. '11.

C

Carnegie libraries.

Carnegie library gifts, 1910. Lib. J. 36: 123-4. Mr. '11.

Cataloging.

See also Classification.

Analytic library catalogue. M. P. Willcocks. Lib. Assn. Rec. 13: 91-7. Mr. '11.

The free public library serves three classes: first, the children; second, the general reader; third, the student. "It is to these that the local library catalogue is to be a guide." Every year the elementary schools turn great numbers of children, who have acquired a taste for reading, out "into a world which teems with foolish books of every kind." The first thing which the free library should do for the child is to make it possible for him to become acquainted with the beautiful stories of childish literature. The second is to arouse the appetite for the knowledge which can be gained thru books of history, travel and science. "All this cannot be done by the elementary schools alone: they need the co-operation of the public libraries. And to carry this out what we want is a "Guide to the best books for children," this guide to contain a line or two describing the scope of the book, if it be a serious work, or the kind of story, if it be a tale, so that a boy may know whether it is a tale of miners, or pirates, or sailors, or soldiers—points of vital importance to his instincts of enjoyment. It is not inconceivable that the task, not only of compiling the guide-book, but the far more difficult one of distributing it should be undertaken by a Central Association, perhaps one like your own. The cost of production of the book would not be large, especially if the publishers of children's books were invited to advertise in it, and I think the money would be well spent even were the Association to distribute gratis to the heads of elementary schools a certain number of copies for use by their assistant teachers. It should certainly be the object of all librarians to see that the books mentioned in the guide were on their shelves—the popular ones in duplicate."

The second class of readers, "those partially illiterate people who are just beginning to awake to mental pleasures, who know nothing of the world of books," need much the same guidance. "I do not think that learned people ever realize what it is to be in a position of such people as these—folks to whom an ordinary alphabetical, unanalytic library catalogue is absolutely incomprehensible. . . . "These people are worth helping, but you won't do it unless you put into their hands catalogues that shall give them some idea of what to choose and of what they are getting when they have chosen. I know that two such guides exist, one, Nield's 'Guide to the best historical novels,' a capital book, and one not so good, by E. A. Baker, called 'A descriptive guide to the best fiction.' But they are not circulated properly; many libraries have not even one copy on their tables, whereas they should be, by hook or by crook, in the hands of the readers themselves for constant use. Moreover they must be again re-issued in new editions and with quite clear descriptions, such as, 'Silas Marner,' a simple, moving story of how a poor weaver forgot his love for gold in his love for a child. Generally considered George Eliot's most perfect novel. . . . For the belles-lettres, the essays, the works of general literature, which the 'General Reader' will sometimes embark on, I suppose the general catalogue must be used. Now here, of course, although the list of an author's books must be alphabetical, in each case an indication should be given in the cata-

logue of the difficulty or simplicity of the book so that readers of Carlyle may start with 'Heroes' and not with 'Sartor Resartus,' and so not be discouraged from any further reading of him." The young student, too, needs more help than the ordinary catalog in the small library can give him. "What is wanted is a plain statement as to how he should pursue his course of reading; first, he should be able to read a line indicating which is a simple text-book putting outlines clearly; second, he should find clearly marked a longer, but still simple work dealing with the whole subject, not in a heretical but in an orthodox way, and when he has mastered such as these he may go on to the heretics who write on controverted points, but not before."

Material poverty is the result of faulty distribution. We have an intellectual poverty which is just as real as material poverty. "And one of the most powerful causes of this condition of things is inefficient book distribution; inefficient on the part of the publishers who steadily go on flooding the world with fifth-rate stuff paid for by the authors; inefficient on the part of the book sellers who have not yet succeeded in organizing a great trade as it should be organized, and partially inefficient as regards the distribution of books by the free libraries. These libraries are probably the most promising of our latter-day institutions; they have in their granaries store of golden grain, mixed, doubtless, with a good deal of chaff, but to say that they have succeeded in feeding the people scientifically is not true. They have not done it, but they will."

Cooperative cataloging. H. Nyhuus. For Folke-og Barneboksamlinger. 5: 7-13. F. '11.

Catalogs, Printed.

Production of the printed catalogue: the preparation, printing, and publication of catalogues of libraries, museums, art galleries, publishers, booksellers, and business houses; with a chapter on the monotype machine, and an appendix on type faces. A. J. Philip. D. 12p., 155p. il. *5s. '10. R. Atkinson, London.

Children's department.

See also Children's reading.

Interesting children in owning books. Pub. Lib. 16: 149-51. Ap. '11.

A collection of clean new copies of seventy-five books was placed in the children's library. Letters describing the books and suggesting ways in which the boys and girls might earn money to buy them, were sent to the school children. The children came to the library to look over the books and orders were sent in on the first day of each month.

Junior civic league. M. van Buren. Wis. Lib. Bul. 6: 133-6. N. '10.

Good citizenship, as the author defines it, means unselfishness, "less thought for one's self, more for one's fellow." It is this kind of citizenship that the Junior civic league seeks to foster. "It is impossible for a municipal government to secure beauty and cleanliness until the individual is interested and the individual most easily reached and most readily impressed is the child. For cleanliness of back yards and alleys, attractive lawns, parkings and school grounds, porch and window-boxes, the utilization of vacant lots and a general interest in flower and vegetable growing, the children may be depended upon to make

Children's department—Continued.

their home surroundings attractive and the city generally cleaner. Children are natural doers of things. One child given seeds and a few simple tools may inspire all the youngsters in the block to action." In Mankato the work of the league centers around the library. The librarian on one of her regular visits to the school proposed the plan. The cooperation of teachers, citizens and the local papers kept up the enthusiasm and a club of 376 was formed. Within a year the membership grew to 600—all members being children under 15 years of age. Each member is given eight packets of seeds. "Directions for the preparation of the soil and the planting of the seeds are given both at school and at the library, pictures of simple gardens are displayed at the library and books on children's gardens circulate freely." First and second prizes of \$3 and \$2 are offered in each ward in the city for the best flower garden, and for the neatest yard from street to alley. Early in the spring a civic mass meeting was held in the opera house at which part of the program consisted of stereopticon views of "before and after" scenes. Later thruout the grades, from the 4th to the 7th, one recitation period was given up to the writing of compositions on "What I can do to make Mankato clean and beautiful." "The Junior League means much to the city physically but of far greater significance is the underlying moral force of a work of this nature—the influence of industry, cleanliness and beauty—of real civic and home pride—upon the boys and girls who will some day have control of municipal affairs. 'But,' you ask, 'what has the library to do with all this?' Why, everything. The League is under direct supervision of the librarian and all the work centers around the library—the registration of members, the distribution of seeds, the meetings of the League, the bulletin exhibits, the awarding of prizes, and last but not least, the circulation of books of special interest to League children."

Library work with children. H. Farr.
Lib. J. 36: 166-71. Ap. '11.

The author, who is librarian of the Cardiff public libraries, writes of the progress of work with children. The three essentials of a children's library system as outlined are: School libraries for the use of children during school life; separate reading rooms in libraries for children; juvenile sections in libraries for older children who leave school. The story hour is practically unknown in British libraries, but illustrated lectures for children have been very successful. "American libraries are undoubtedly in advance of British libraries in this department of library work, the full significance of which we do not seem to have grasped. Some American methods have not found favor with British librarians, and may not be suitable to the different conditions which exist in Great Britain. We cannot but admire, however, the energy and enthusiasm which is characteristic of the children's work of the best American libraries. It is true the more liberal financial support which they receive has enabled them to experiment and initiate developments more freely than has been possible with us."

What the modern library is doing. J. C. Dana. Ind. 70: 193-6. Ja. 26, '11; Same cond. Outlook. 97: 301-2. F. 11, '11; Excerpt. Pub. Lib. 16: 143. Ap. '11.

Active library work with children is a recent development. Up to about thirty years ago libraries were universally closed to children. As the idea that the library is an educational tool developed, barriers were broken down; the age limit was dropped from eighteen to sixteen, from sixteen to twelve, and finally was abolished entirely. The art of lending books to children became a specialty. Children's librarians have sometimes been so blinded by their enthusiasm

that they have been unable to see the limitations of their field. Story telling is a worthy practice, but is somewhat out of place in the library. The loaning of book collections to schools is an ideal arrangement. "It puts a town's or a city's collection of books at the command of the city's paid experts in education in the most complete way. It makes of every schoolroom a branch library, at no additional expense for space or service. It interests every teacher in the resources of the main library—at least it should do so. It puts a small library directly under the hand of every child in the city, and thereby tells him plainly of the large main library which is at his service. And, finally, it gives him in his reading the enthusiasm and guiding skill of one, his teacher, who should most care to persuade him to read and should have most skill in telling him what to read."

Work with children. M. B. Palmer. N. C. Lib. Bul. 1: 62-4. Mr. '11.

Every library, large or small, should set aside part of its space for the children. "The room or corner should be made just as attractive as possible. Good pictures, flowers and a cozy fireplace serve to heighten the cheerful effect of the room. Picture bulletins, beside leading the children to the books, add to the appearance of the room, while exhibits on various subjects bring good results. There should be no formal arrangements. The books should be on low shelves easily accessible, and the tables and chairs of suitable height. Noiseless floors are a great advantage in the children's room where the restlessness of childhood results in more or less disturbance. There should be no floor cases or alcoves, no arrangements which would increase the difficulty of discipline in the room. If possible one corner should be devoted to very small children, with picture books within easy reach." In book selection for the children's department, the small library "may well confine itself to the juvenile books which have stood the test of time."

Children's reading.

Children's magazines. M. C. Fraser. Pub. Lib. 16: 151-3. Ap. '11.

An appraisal of seven American magazines for children and of the children's pages of the *Ladies' Home Journal* and the *Woman's Home Companion*.

Child's library. Mrs. G. F. Harper. N. C. Lib. Bul. 1: 64-6. Mr. '11.

The writer makes a plea for "fewer books and many rereadings." Let the books chosen be written in good English, printed and bound worthily, and teach the child to handle them with respectful care. Fairy stories, nature stories and "true" stories should all have a place in the child's library. "Children do not love exciting or morbid stories unless they are fed upon them until the taste is vitiated. Neither do they like quick movement in a story, and I have but small patience with the idea that a story like *Ivanhoe* is more suitable for children when reduced to permican. Surely the charm of *Ivanhoe* is not in the plot but in Scott's magical way of telling the story; and when we change it we are giving the child dry bones for savory meat. . . . I am puzzled to know why there should be a distinction between boys' and girls' books, when there is no such line drawn in the literature of their elders. It must be a device of publishers by which unreasoning parents are beguiled into buying a book for Tom and another for Dorothy when one volume might answer for both. These so-called girls' books are apt to be either colorless or morbidly introspective; and while girls read them with avidity, I think they serve no other purpose than to pave the way for the present-day novel. On the other hand, the bet-

Children's reading—Continued.

ter class of boys' books almost always have some ethical value." The books published for use as supplementary readers are to be recommended. They are carefully edited and are well printed and well bound. The child should read books which will introduce him to "the magical thing called style. The thing which wakes him up to the fact that there is a difference in books, not only in regard to the thing told, but in the manner of the telling."

Educational value of the library. F. M. Pierce. Vermont Lib. Com. Bul. 6: 6-7. Mr. '11.

The class of reading matter on which a large proportion of our people are feeding is not a credit to our educational system. The chief reason for this is the lack of supervision of the reading of children and young people. "The law requiring a child to attend school that he may learn to read should carry with it the unwritten law of a supervision of his reading until his tastes are formed." The diet for the school room is prescribed but the wise teacher will consider also what the child gets between meals. "Both teachers and librarians need to become more familiar with books suitable for children so that we may recommend books with wisdom and enthusiasm. When we cease to be interested in the literature of childhood it is time to lock the doors of the school-room and library and give up the keys to some one else."

550 children's books: a purchase list for public libraries. comp. by H. H. Stanley. D. 24p. pa. 15c. (D.) '10. A. L. A.

"To indicate a model collection of books for a children's room is not the plan of this list. It aims rather to cull from the mass of juvenile literature in print, some five hundred or more titles approximately the most wholesome and interesting and the most useful in average public library work."—Preface.

How about the motor boys? C. E. Scott. Lib. Occurrent. 2: 190-1. Mr. '11.

Reading of high school boys and girls. P. Chubb. Pub. Lib. 16: 134-8. Ap. '11.

Notes on this article are given under the heading Reading.

Standard of selection of children's books. C. Burnite. Lib. J. 36: 161-6. Ap. '11.

Notes on this article are given under the heading Book selection.

Suggestive list of children's books for a small library, recommended by the League of library commissions, comp. by H. T. Kennedy. O. 102p. pa. 25c. '10. Wis. Free. Lib. Com.

"In this list of five hundred books, an effort has been made to cull the best among the new books as well as to keep the best of the old. Some books have been included which the children would not voluntarily choose, but which they can be encouraged to read and enjoy, if the librarian herself knows and loves them." As a further aid in selection the Maltese cross (✕) is used to designate books recommended for first choice.

Christmas exhibits.

Exhibits in the children's room. Fort Wayne public library. M. A. Webb. Lib. Occurrent. 2: 190-1. Mr. '11.

In the children's department of the Fort Wayne, Ind., public library a collection of books

suitable for gifts for children was placed on exhibit the first of December. Many of the books were new editions of old books, others were books of the year. Many mothers and other older people found the exhibit of value, and many of the printed lists were taken away to be used as a permanent guide in selection.

Classification.

Development of notation in classification. H. R. Purnell. Lib. Asst. 8: 25-33, 44-50. F.-Mr. '11.

A history of the development of notation from its crude beginnings in the earliest libraries. The Bodleian library offers an unequalled opportunity for the study of the history of classification. For in this one library one may find collections classified according to nearly every method that has been tried at one time or another and it is possible to trace the process of development by which one method has given way to another.

College libraries.

New York state library and the college and reference libraries of the state. J. I. Wyer, jr. N. Y. Libraries. 2: 188-92. Ja. '11.

Notes on this article are given under the heading State libraries.

On the college professor. L. M. Salmon. Lib. J. 36: 51-4. F. '11.

The author comes to the defence of college professors, who, so recent critics allege, "do not realize the value of their libraries; do not make adequate use of them; do not impress their students with the importance of skill in using books." Vassar college offers its students systematic training in the use of the library. This training which is given in connection with a required course in European history begins with an illustrated lecture given at the beginning of each college year on the library and its use. The lecturer follows the development of the library from the time of the chained book to the present day of the open shelf. The ground floor plan of the college library is explained as a supplement to the information contained in a little pamphlet on the use of the library which is given to each student at the beginning of the year. The card catalog is explained in detail. The lantern slides show a series of 16 catalog cards, illustrating different features in the cataloging of works of history. A pamphlet, "Suggestions for the year's work," devotes one section to the library. This pamphlet is intended "to show the student how to get the most possible out of one class of books—histories; how to use these books with the greatest ease and facility; how to begin the formation of an historical library; how to judge of the value of histories; how to prepare bibliographies; and in a word, how to learn the use of the tools with which they are to work." These first lectures are only preparatory for all thru the course the students' work in the library is directed. "They have frequent individual conferences with their instructors who talk over with them the best ways of finding what they are looking for in books; they are given state times for meeting their instructors in the library and looking over the book-shelves with them; they have had prepared for their use by their instructors in history a large number of classified bibliographies that are arranged in the tin boxes of the Library Bureau and placed in the history alcoves,—these boxes supplement but do not duplicate the library catalog cards; they are required to hand in carefully prepared bibliographies with every written topic presented in history, and these bibliographies are talked over with the stu-

College libraries—Continued.

cents individually and with the classes collectively; they are encouraged to read book reviews and to prepare occasional book reviews themselves. . . . The humble professor would also bid his kindly critics bear in mind that the library activities of any one department must be multiplied by those of every other department in the college if they are to appreciate fully the sum total of what is done for, by, and through the college student to acquaint him with the use of the tools he is to use not only during his college course but in all his after life."

Cooperative information bureaus.

Co-operative information bureau. G. W. Lee. New Boston. 1: 446-8. F. '11.

At the meeting of the special libraries association in November, 1910, one of the subjects that came up for discussion was that of the facilities in Boston and vicinity for getting at information. "A circular letter of inquiry had been sent to libraries, business houses and individuals, and the returns that were presented in the report suggest the manifold resources of the community. Naturally the question then arose—What had better be done about it? Why not make the report the basis of an information center in Boston, which, if successful, might be copied elsewhere, eventually to form an interworking system? Why not get further returns by inviting more libraries, more business houses, more men, to send memoranda of topics of which they have expert information, or facilities for procuring, or on which they have publications which they would allow to be listed at the headquarters as available for consultation or loan under such conditions as they might name? Such inquiry was made, and as the result, a classified list of about 150 numbered topics was distributed, with the announcement that the key to the numbers was at Boston—1915, 6 Beacon Street, where, beginning on January 2 of this year, inquiries should be made." The first question asked was for literature on efficiency engineering and within a very brief time the questioner and the one who could supply the requested information were brought into touch with one another. (They occupied offices some fifty feet apart). The scheme is still in the testing out stage but results so far point to success.

Sources of information. Special Lib. 2: 18-20. F. '11.

The "Cooperative information bureau" is a Boston enterprise maintained by the special libraries association as a "local clearing house of information". Topics upon which people are likely to want information are registered. "After each topic entered there are presumably one or more numbers, indicating who may be looked to as sponsors for facts or for literature loanable with regard to it; the key telling which the library, business house, individual, etc., each number represents being kept at the headquarters." Up to the end of January about 300 topics and 50 sponsors were listed. The secretary then reported such examples of its use as the following:

"1, Bibliography of efficiency engineering; Referred to a participant (No. 41) whose office was about fifty feet away from that of the questioner; 2, A vocation expert. Referred to No. 46; 3, Back numbers of the "American Architect." Referred to Nos. 44 and 29; 4, Dance hall legislation. Referred to No. 41; 5, Wages paid in quarries. Answer at hand, not referred; 6, School committee reports of Brookline. Referred to Brookline public library; 7, Information on sewer gas. Referred to Nos. 2 and 42; 8, Books on accounting. Referred to Nos. 1, 2 and 22; 9, Mining in general and mining of special stones. Referred to Nos. 2 and 29; 10, Information on printers' ink. Under consideration at time of report."

County extension.

Phases of rural extension in Iowa. E. I. True. Pub. Lib. 16: 99-102. Mr. '11.

The state of Iowa has a law which provides that any township may vote a tax for the support of a neighboring library and get in return full library privileges. The form which this extension will take is determined largely by geographical conditions. If the township has a number of small towns, branch libraries are established which in their turn become centers of distribution for the country around them. If there are no small towns, traveling libraries like those sent out by library commissions are sent out to convenient distributing centers at school houses or country churches. Much work can be done thru the country school and the country school teacher. School terms in the country are short. The school year is composed of but six or seven months and the school life of the child is consequently shortened. The library has a work to do for these children which is just as important as the work done by the city librarian for the city child. Duplicate school collections are made up for school buildings in the city. The same thing could be done by the distributing library in the country. "The attempts of work along this line that have been made are but the forecast of what can be done. A regular system of books sent out from the branch library to the schools can be developed. Teachers' meetings and institutes are held throughout the county regularly each year, where the librarian can exert her influence in the instruction as to the literature that can be used and how to use it. I am thoroughly convinced that rural extension is practical and that it is possible, and as the last 15 or 20 years has seen a tremendous advancement in the city libraries, I hope and expect the next decade will find the same progress in libraries of the rural district."

E**Exhibits of libraries.**

Exhibits in the children's room. Fort Wayne public library. M. A. Webb. Lib. Occurrent. 2: 191-2. Mr. '11.

After conducting a successful Christmas exhibit in December, the Fort Wayne, Ind., children's department planned and carried thru an aeroplane exhibit in January. The exhibit was announced before the holidays to give the boys an opportunity to work on their models thru vacation. The boys showed much interest and books and magazine articles on the subject of aeronautics were in great demand. During the exhibit talks were given on two evenings by students of the high school, at which the boys evidenced a great desire to talk things over together and to get new ideas, from one another.

F**Finance.**

Securing proper support. N. Y. Libraries. 2: 209-10. Ja. '11.

Foreigners and libraries.

Helps in government and language for immigrants; bibliog. Pub. Lib. 16: 111-2. Mr. '11.

Foreigners and libraries—Continued.

Stranger within our gates; what can the library do for him? F. C. H. Wendel. Pub. Lib. 16: 89-92. Mr. '11.

A mutual understanding between ourselves and the new peoples who are coming into our country would go far toward solving many of the problems which confront us. Three channels for such an understanding are open: church work, public schools and public libraries. The library can be made the middle ground on which all of the races that make up our population may meet on a basis of equality. The librarian should acquaint herself with the home land, the history and literature of the people of her neighborhood or city. Some knowledge of the language they speak will prove a wonderful bond of sympathy. The librarian who knows German, French, or Italian is fortunate. Make the foreigner feel at home in the reading room by providing newspapers and magazines in his native tongue. "On the shelves of the library itself, the educated and cultured foreigners, of whom not a few come to America, should find the best of their own literature. It is not so much needful to have many books, as it is to make a good choice from both classical and recent literature in their respective tongues." After having made the immigrant feel at home, the library can play its part in assisting him to become a good American by providing the books he needs in his struggle to learn the English language. The best dictionaries should be at his disposal and translations of the best foreign books into English, and vice-versa, will prove of value. There are a number of good American histories in foreign tongues, such as Botta's History of our war of independence in Italian and Vlastes and Gkouttze's History of the United States in modern Greek.

G**Gifts and bequests.**

Gift of the Edward E. Ayer collection to the Newberry library. Pub. Lib. 16: 168. Mr. '11.

H**High school libraries.**

High school librarian. W: McAndrew. N. Y. Libraries. 2: 163-6. O. '10; Same. Nat. Educ. Assn. 1910: 994-8.

One of the best things a school librarian can do at the beginning of every term is to get the teachers and students to assist in making topical catalogs. If the work is enthusiastically entered into and well done there is no high school course that educates as much hour by hour as this one, because it has a definite motive. If the librarian has an hour a week course with each entering class, they can learn the working of the library, what its resources are, how to use indexes and magazines, and how to find material for compositions, speeches and debates.

L**Legislation.**

Library legislation of 1910. W. R. Eastman and C. B. Lester. Lib. J. 36: 66-7. F. '11.

Legislative reference work.

See also Municipal reference work.

Librarians and assistants.

Librarianship, an uncrowded calling. O. 6-23p. pa. '11. New York state educ. dept.

Includes "Librarianship, an uncrowded calling;" "Library work for college women," by Elva L. Bascom; and "Library work for women," by Josephine Adams Rathbone.

Literary history: a librarian's equipment. F. E. Nuttall. Lib. Assn. Rec. 12: 625-9. D. '10.

Library machinery vs. human nature. Dial. 50: 75-7. F. 1, '11.

Notes on this article are given under the heading Library methods.

Outside the walls. J. I. Wyer, jr. Lib. J. 36: 172-7. Ap. '11.

Librarians are too prone to stay within the walls of their library building, neglecting the world outside. Without decrying order and efficient service within the library, the author makes a plea for a fuller outside life. Contact with the world is a benefit to the librarian as an individual personality, and as a librarian.

Personality of the librarian. G. Vine. Lib. Assn. Rec. 12: 615-24. D. '10.

It has been said that "It is the duty of a librarian to make himself useless," meaning that he should seek to so perfect the machinery of his institution that personal guidance would be practically unnecessary. While there may be some truth in the statement, it must be remembered that "when science has done its best, personality still remains the determining factor in action." The librarian may use his influence in directing the book selection of his readers. "The faculty of ready suggestion, which can put forward another book in place of the one in circulation, or find a suitable work for the reader at a loss what to take, seems to me to be less highly valued than it deserves. Yet the good name of a library largely depends upon the possession, and exercise, of this power, for by it the public estimates the utility of the library. When books are suggested in a tactful manner, far from resenting such advice, the majority of the readers will welcome it, and be led thereby to an ever-growing interest in literature." Catholicity of mind is one of the requisites of a librarian. His personal prejudices should not influence him in selecting books or in recommending them. While cataloging and classification are largely matters of rule, many points are left open to the judgment of the librarian. This is especially true in the making of the subject catalog. By personal attention to the subject entries—especially to analytical entries—the librarian may greatly enhance the value of his collection. Book selection is a province in which the librarian exerts great influence. A distinction should be drawn between the point of view of the librarian and that of the scholar. "The librarian comes in contact with readers in a way that the specialist never does. The latter in his appraisal of the value of a book rightly bases his opinion of its merits on its conformity to the standard of exact scholarship; and, according as a work approximates to, or falls short of that standard, so will it appear worthy, or unworthy, in the eyes of the scholar. But the librarian, who has to satisfy the practical needs of readers, many of whom

Librarians and assistants—Continued.

may not have been trained in scientific methods of work, knows that the best book is not necessarily the most suitable to put into everybody's hand." The training of the librarian in methods of investigation gives him the ability to aid the untrained reader in the use of reference books. The library should be the center of the city's activity. "The community would stand to gain immensely if business men realized the possibilities in the way of suggestion, and information, that the resources of a public library can put freely at their disposal. The library rate, instead of being regarded as a troublesome impost for which they receive very little in return, would be looked upon as one of the most remunerative investments of the city."

Should librarians read? F. G. Kenyon.
Lib. Asst. 7: 243-54. N. '10; Same.
Pub. Lib. 16: 43-9. F. '11; Same cond.
Lib. Assn. Rec. 12: 601-2. N. '10.

Two aids in library work. H. E. Haines.
Lib. J. 36: 111-6. Mr. '11.

The two aids here recommended are a love of books and a sense of humor. A love of books is not usually included in the list of qualifications for a library worker and indeed it will not "make one a quick or accurate indexer; it will not give efficiency in the rush of the charging desk, a clear mind in classification, or the power to direct a board of directors; its gifts are intimate and personal ones, and its influence upon work comes mainly through its influence upon character. . . . Wherever it exists, no matter how various in degree or manifestation, it means the enrichment of life and the deepening of capacities for enjoyment and for effort. Its aids are various—forgetfulness of trials, courage for fresh endeavor—but of them all I would put first that of pure pleasure, the sheer joy that comes in association with the beloved figures that are dearer and more vital than many an every day acquaintance." The three aids which a love of books brings to the enrichment of life are "pleasure, that is independent of external conditions; sympathy with others of like tastes; and development, almost unconscious, of mind and spirit. . . . If the love of books is a gift that influences most strongly the inner life of its possessor, the sense of humor is a quality that interweaves happily and usefully in every relation of life. Nowhere do we need it more than in our daily work, to soften the small asperities and temper the little frictions that are far more trying in the long run than any quick, frank collision of wills or opinions."

Libraries.

See also College libraries; Libraries of associations, clubs, etc.; School libraries; Special libraries; State libraries.

Echoes from the library press of 1910.
A. G. S. Josephson. Dial. 50: 77-9. F. 1, '11.

Value of the library. J. M. Thomas. Vermont Lib. Com. Bul. 6: 3-6. Mr. '11.

The library is a community necessity. "The social needs of a civilized man include access to a collection of books larger than any ordinary citizen can afford to purchase or store in his home." The mere possession of books or access to books is not enough. Expert service is needed in arrangement and classification before the knowledge contained in the books can be available for use. "A building with bookshelves and a collection of books is not a library. To have a library you must have

your books where you can put your hand upon what you want when you want it. A library is 75 per cent librarian." The public should broaden its ideas of the library. It should not be looked on as a place to go now and then for pleasure or recreation. "The library should study the needs of its constituents. In a marble town, the library should make much of economic geology and all that pertains to quarrying. Where agriculture is the chief industry, the latest bulletins and treatises should always be found."

Ways of European libraries. A. Blount.
Western Journal of Educa. 3: 348-56.
O. '10.

An American student who spent a year of study abroad sums up the result of her experiences in the British Museum of London and the Bibliothèque Nationale of Paris. "If any person should ask me whether, after a year's experience in foreign libraries, I should advise one to go to Europe for library work, I should say, 'No, not unless you wish to use books or manuscripts that you cannot get in American libraries.' If one needs to see such material, he must of course go where it is. But if he does not need such material he will work to much better advantage at home. . . . The difficulties the student encounters in the use of foreign libraries are due to two causes. In the first place, all of the students working in such collections as those at the British Museum and the Bibliothèque Nationale are supposed to be advanced students, and none, therefore, or very few, can conveniently and fairly be granted special privileges. On the other hand, American libraries for research are generally connected with universities. The body of students are undergraduates who are not doing research, do not, therefore, need a great number of books at one time, and can conform without inconvenience to strict rules limiting the use of books. The professors and the few advanced students can easily be given special privileges to seminary rooms and to stacks. Thus research students in American libraries can get as many books as they need as fast as they need them; and no work in literary research can be carried on to advantage without a great number of books at hand. In the second place, these foreign libraries are less usable than our best American libraries because of their unwieldiness. They have millions of books against the few hundred thousands of our largest collections. Mere size would make no serious difference, it is true, in the convenience of the collection. But a great number of their books were acquired before modern library methods were invented, and there has not yet been time to reduce the largest of these collections to library order. The British Museum is pretty well cataloged. The catalog is kept in books, not on cards, and the practical mind cannot help feeling anxious about what is going to happen when the blanks in the books are entirely filled up. I noticed several entries not in strict alphabetic order, apparently because of space limits. The French library has a temporary card catalog for the books added since about 1880, and a permanent catalog for those under A and B. This permanent catalog, like that of the British Museum, is kept in books rather than on cards. I expressed my surprise at this to an American student whom I met in the Bibliothèque, and he said that he thought the book system much more convenient for the student. But I cannot believe it is as good as the card system from the point of view of library economy, and it really makes very little difference to the student. Because of the imperfection of the catalog it is sometimes impossible to give the attendant more than the name of the book desired and the name of the author. How he finds the book I do not know; I suppose there must be some record for the use of the librarians; I do know that the book is often two or three hours in reaching the student's desk. . . . How-

Libraries—Continued.

ever, I do not believe that any person who has worked in one of these great book collections would be willing to lose the experience from his life. Tho the technical work may go more slowly, nothing could be more encouraging, more inspiring to a student than the atmosphere of these libraries, and the silent, busy comradeship with other workers, as eager as himself to widen the horizon that bounds and limits human knowledge."

History.

Rise and distribution of literature. F: W. Jenkins. Lib. J. 36: 99-111. Mr. '11.

Canada.

National library for Canada. Pub. Lib. 16: 148. Ap. '11.

England.

Exeter public library: an historical essay. H. Tapley-Soper. Lib. Assn. Rec. 13: 55-69. F. '11.

Library of printed books in Worcester cathedral. Library, n.s. 2: 1-33. Ja. '11.

Netherlands.

Public library at Hilversum. J. E. K. il. Boekzaal. 5: 19-24. Ja. '11.

South America.

Libraries in the colony of Surinam. F. O. Dentz. Boekzaal. 5: 49-51. F. '11.

United States.

Libraries in New York state. Nation. 92: 369. Ap. 13, '11.

Library and the community. F. P. Hill. Lib. J. 36: 62-4. F. '11.

Part of an address delivered at the dedication of the new building of the New Bedford free public library, Dec. 1, 1910.

New York public library report for 1910. Nation. 92: 262-3. Mr. 16, '11.

New York's public library. J: S. Billings. il. Cent. 81: 839-52. Ap. '11.

School libraries in New York state. L. O. Wiswell. N. Y. Libraries. 2: 192-6. Ja. '11.

Notes on this article are given under heading School libraries.

Libraries, How to use.

On the college professor. L. M. Salmon. Lib. J. 36: 51-4. F. '11.

Notes on this article are given under the heading College libraries.

Training of teachers in the use of books and the library and in a knowledge of children's books. J. V. Sturges. Nat. Educ. Assn. 1910: 1003-13.

A questionnaire was recently sent out to principals of training classes in the state of New York. Out of 25 replies received, 18 report that no lessons are given to students in the use of books; 3 that lessons on the use of

catalog, etc. are given incidentally; 16 that no lessons are given on the use of the library; 3 give lessons incidentally in connection with work in English. If this condition is general, as it seems to be, professional training schools should provide courses in the use of books and the library. In the writer's opinion two courses should be offered, a general course required of all, and an advanced elective course open to a limited number who wish to follow the work further. The general course could be given in two parts, first, a series of lessons to beginning classes on the use of catalog, indexes, etc.; second, a series of lessons on children's books for those about to graduate. "The aims of this course will be, not to train librarians, but first, to make the entering class at home in the library and to teach them to use books as tools, and find what they need without waste of time. Second, to prepare the seniors for selecting books for the grades, directing the outside reading of the children, and teaching children to use books and the library intelligently." The aim of the elective course should be to prepare teachers to organize and administer a small school library.

Libraries, Use of by the public.

Business man and the public libraries. C: Kerr. Pub. Lib. 16: 96-9. Mr. '11.

If there is a lack of cordiality between the business men of the community and the library it is because neither understands the other. "Every man's business has its literary side. That side, if studied in the way it should be, becomes a recreation and not a drudgery. . . . Inquiry at almost any library would put the means of supplying himself with all this information at his immediate command, and once acquired, make his profession much more attractive. There is no profession, no business, in which men are engaged that this is not equally true. Until the business man seeks that knowledge of his business that books can supply, and that aid which books can give, the library will not be to him what it can be and what it will be. Between those in charge of the library and the men of business there must be an interchange of information on the subject of supply and demand. When the business man makes his wants known, the library will supply every demand." The librarian is at a loss to know what books to purchase until the business man makes his wants known. Yet in every community there is some line of business that is peculiar to that particular place. The library should make a specialty of information on this subject and should then make the possession of such material by the library known to the community.

How to interest working men in the use of the library. W. F. Stevens. Pub. Lib. 16: 93-5. Mr. '11.

Notes on this article are given under the heading Libraries as social centers.

Psychological moment. M. W. Freeman. Lib. J. 36: 55-62. F. '11.

Notes on this article are given under the heading Library methods.

Libraries and schools.

Co-operation with the schools. A. M. Jordan. Nat. Educ. Assn. 1910: 1016-22.

Co-operation between librarian and teacher is necessary if the child is to be enabled to make the best use of books. The teacher should become familiar with the resources of the library and the librarian should be informed some days beforehand of the subjects that are coming up for discussion in school that she may have ref-

Libraries and schools—Continued.

reference material ready as it is called for. The librarian must be careful not to help too much. "The real end of all such work I take to be the teaching how to use books and the library. Hence, tho it is so much quicker to find the book and show the page and indicate the material, it is incumbent upon us to do no such thing. Children are little more inclined than other library users to depend upon a willing helper, and they are far easier to train in principles of self-dependence. A shelf of books may be indicated, titles may be named, a pupil who has come to the library to 'look up' a subject should be given every facility to do so, but he should not have his work done for him." The Boston Public library gives instruction to the 7th and 8th grades on the use of the library. "Instruction takes the form of a simple teaching exercise with questions by the children's librarian and answers by the pupils. It has been found that a lecture not enlivened with questions does not hold the attention of elementary school children. A class making its first visit is shown the arrangement and classification of books on the shelves and is then taught the significance of the parts of a book, the value of knowing what stands on a title-page—author, publisher, date—incidentally the meaning of the copyright and the features of the book's makeup. The use of tables of contents and different kinds of indexes, and the transition to the catalog, as the index to the library, follows naturally." In the lessons that follow the children are taught to use reference books and are given practice work in their use. The librarian in charge of the work has made a practice of finding out the special interests of the children. Find out what the pupil's special hobby is, and whether electricity or base ball, show him that the library has something for him.

Library as a reinforcement of the school.
W. D. Johnston. Pub. Lib. 16: 131-4.
Ap. '11.

In solving our problems of educational reform we must concern ourselves, first, with the reform of aims and methods in reading. The value of reading books in the right way has never been sufficiently emphasized. "The failure of the library has been in allowing too much license in the use of its collections and in requiring little except the return of the books. The failure of the school has been in attempting to exact the impossible from readers and after a few years' efforts abandoning them altogether; in undertaking detailed and, to the majority, distasteful studies of a few standard works, and in making of reading a vocal exercise instead of a mental one." If library and school are to reinforce each other we must learn to look upon the library not as a mere adjunct to the school, but as an integral part of the educational system. Many of the subjects which now crowd the school curriculum should be transferred from the course of study and incorporated in courses of reading. A second opportunity for cooperation is offered by continuation schools and classes. No institution is equipped to carry on the education of those who leave school at an early age except the library. By library is meant the whole institution, not merely the collection of books. "If our education were complete when we leave school, a collection of books to which we might refer and from which we might borrow would be sufficient. But as it is the library service is far more important than the books. There cannot be a library without a librarian, and there cannot be a good library without many library assistants. The older community and school libraries were unsuccessful simply because of the failure to recognize this fact, and we to-day will fail to make libraries true institutions of learning wherever and whenever we neglect to provide adequate library service." The earlier public libraries devoted much energy to their work with children, but more recently they have been attempting to extend their educational facilities to include the artisan, the busi-

ness man and the farmer. In order to secure better cooperation between school and library it would also be desirable that the superintendent of schools be a member of the library board and the librarian a member of the school board. Pupils should receive credit for work done in the library, and library training should be provided for teachers.

Modern American library economy as illustrated by the Newark, N. J. Free public library: Pt. 5, Sec. 1. The school department room. J. C. Dana. O. 18p. pa. '11. Elm Tree Press.

Plea for the teacher. F. K. Walter. Pub. Lib. 16: 141-2. Ap. '11.

Results of elementary school class reference work in public libraries. M. B. Bayles. Nat. Educ. Assn. 1910: 1022-6. Mr. '11.

School and the library. C. H. Judd. El. School T. 11: 28-35. S. '10; Same. A. L. A. Bul. 4: 607-11. S. '10; Same. Nat. Educ. Assn. 1910: 1026-31.

The study period in the school room is a time when pupils are required to remain in their seats, separated from everything except a single text book, with a teacher in charge whose sole function is to keep order and who takes no part in the intellectual life of the room. An ideal study hour would be an hour spent in a room full of books, conducted as any well regulated library reading room is conducted. The pupil should not only be allowed to leave his desk to consult books on the shelf but should be encouraged to do so. "We should not only have the schools made the depositories for the books from the public library, but we should have the study period itself transformed into a period of library study or training in library methods." Such a system could be worked out only thru cooperation with the librarian. As a beginning the author suggests that small groups of ten pupils or so might be sent to the library at the study hour to work under the direction of the librarian. Pupils must learn to use books as wholes. They must learn that some books are to be read rapidly. "Have you ever been impressed with the fact that when a book is used by a class in a school it takes a year or half a year to read it, and students get notions about the difficulty of going thru a book which are altogether distorted; they get the idea that a book must be read in small doses; that when you have finished up one reading you should set that particular reading entirely aside, put it out of your mind as soon as possible, so as not to be impeded by any memory which you may have accumulated out of that small section as you pass on to the next." Library and school must work together if pupils are to learn how to get the most out of books. "We shall get our pupils to raise a certain number of questions, and then shall push them out into the library to get their questions answered. Thus we shall develop the kind of co-operation which is at all worth cultivation—that co-operation which permits of the differentiation of function."

School duplicate collections in the Madison free library. M. F. Weil. Wis. Lib. Bul. 6: 136-8. N. '10.

While the course of study is carefully considered and books of useful information are given a place, the librarian always remembers in making up the duplicate collections that the chief aim of such a collection is "to give the child a taste for good literature." The children's librarian makes up the collections with suggestions from the teachers. Each book in the

Libraries and schools—Continued.

collection contains two book cards. One of these is kept at the library, marked with the grade and name of the school to which the book is sent. Typewritten lists with carbon copies are made of the books loaned to each grade. The carbon lists are sent with the books so that each teacher can check her books by the list. The children use their regular library cards and draw books at school, the teacher acting as librarian. When the books are returned to the library they are discharged and the circulation counted from the number of names on the book card. "An important phase of school duplicate work, upon which the success of the collections often depends, is the school visiting by the children's librarian. The visits certainly strengthen "the bond between school and library," giving the children's librarian a better understanding of school conditions and needs, and giving the child a personal knowledge of the library."

Libraries as social centers.

Branch libraries as social centers. O. Leonard. *il. Survey*. 25: 1038-9. Mr. 18, '11.

The policy of the St. Louis library is very broad in the matter of granting the use of the building to outside organizations. The results are very gratifying. "The people feel at home. They do not fear that any one wishes to lead them away from the faith, opinions, or ideals of their fathers. They are not beholden to any one for the shelter so generously proffered by the Public library. The taint of charity is not there. The library is public. Every man, and woman pays his or her share toward its maintenance. They come as they would to their own." Some of the organizations meeting in one of the branch libraries in a crowded part of the city are the Socialists, Industrial workers of the world, Boy scouts, Equal Suffrage league, Women's trade union league, Lithuanian club, and a Polish self-culture club.

How to interest working men in the use of the library. W. F. Stevens. *Pub. Lib.* 16: 93-5. Mr. '11.

The Institutional library at Homestead, Pennsylvania, one of three libraries of its kind established by Andrew Carnegie, has facilities for developing the mental, moral and physical sides of life. An athletic club with billiard room, bowling alley, shower baths, swimming pool and well equipped gymnasium looks after the physical side of the community life. The intellectual and spiritual needs come within the province of the library proper with its allied educational department. To the educational department belongs the night school and the various musical clubs. Thru the night school 3000 books were circulated during a period of six months. In the musical clubs 140 out of a membership of 260 are men. "The circulation of music, including books on theory and scores, is approximately 5,000. The attendance during the past year was 3,500. The total attendance in scientific, musical and literary departments was 7,100." The library encourages the formation of literary and study clubs but they are not made an official part of the institution. "At the present time there are 23 such organizations, with a total membership of 812. Of this total, 220 are men, many of whom are doing definite study club work that requires the use of the library. About one-half of this number of men might be classed as working men. These clubs have a union meeting at least once each year, under the title of the United literary clubs of Homestead." Branch stations are maintained in distant mills, mining camps or outlying villages for the benefit of workers who live beyond the immediate influence of the library.

Libraries of associations, clubs, etc.

What the Y. W. C. A. library means in Brooklyn. F. D. Fish. *Lib. J.* 36: 181-2. Ap. '11.

Library architecture. See Buildings.

Library associations and clubs.

See also Library conferences.

Library commissions.

Value of a library commission. W. M. Black. *Pub. Lib.* 16: 53-6. F. '11.

The Library Association of Virginia plans to introduce at the next session of the legislature in 1912, a bill providing that the powers of the present State library board be enlarged so as to include all the powers delegated in other states to a library commission. The appropriation asked for would provide for the employment of an organizer whose duty it would be to keep in touch with library conditions throughout the state, to encourage all efforts toward the establishment of a library; to arouse enthusiasm where none exists; to visit existing libraries and to bring to them advice, encouragement and new ideas. A large part of the money spent by the state for public education goes to the fortunate few who carry on their education in the higher institutions. It is the privilege of the library to minister to the larger number whose education ends with the elementary school. "When our higher institutions of learning wish to make an appeal for increased funds for carrying on their great and important work they send men of eloquence to plead their cause in our legislative halls, and shall no one be found to speak one word of appeal for the uplifting of this uneducated and untrained mass that annually leaves the public schools with an education not only not completed but not even fairly begun?"

Library conferences.

Some results of the Brussels congresses. H: V. Hopwood. *Lib. Assn. Rec.* 13: 1-16. Ja. '11.

The acts of an international congress are not immediately effective. They are subject to ratification by the participating associations, hence such a congress is only a "means of comparing conditions and formulating methods." Mr. Hopwood recommends that the library association should "Adopt, in whole or part, the Code of Rules for Bibliography and Documentation; Do all in its power to secure the issue of a perfect Bibliographical Current List in England, and work for the establishment of a National Office of Bibliography in England; Perform its share of work in the preparation of a Bibliographical Terminology, and the International Code of Rules; Exhibit a lively interest in Local Records, and the organization of the service to the charge of which they are entrusted; Work for the establishment of a National Exchange Service in England; Endeavor to keep in touch with professional educational matters on the Continent, and ultimately, perhaps, foster a system of exchange for students and assistants."

Library extension.

Public library as a factor in civic development. S: H. Ranck. *Conf. City Govt.* 1910: 385-94; Same. *Lib. J.* 36: 116-21. Mr. '11.

Our conception of what a public library is has undergone a change. We need a new definition. "The newer conception is more than an institution for the circulation of books, or in which books and periodicals may be read. It is rather an institution for the dissemination of ideas, a municipal bureau of information,

Library extension—Continued.

and therefore it must use other agencies than books and periodicals in carrying on its work." The first field of civic work open to the library is with the children. "The child of to-day is the citizen of to-morrow, and when we think of development we have in mind to-morrow rather than to-day. The library in dealing with the child is therefore preparing the way for future civic growth. Now it is a fact that the average school child does not get enough reading in his regular school work, or in his home, to develop in him the ability to get ideas with ease from the printed page. He often gets only the ability to say words. To the extent that a child fails in his ability to get ideas from print, he is handicapped in much of his work for life." Observations have shown that there is a relation between inability to use books intelligently and the retardation which adds to the expense of the elementary school. Whenever a child is led to read good books there is an improvement in his work in all subjects. The library has heretofore played too small a part in the business life of the community. Business houses are just beginning to learn the value of libraries as tools. Another field of activity just opening up for the library is its relation to municipal problems and municipal administration. Much bad government is due to ignorance. City officials should find in the library a source of information on matters of city government. "But in this department the library can do even more important work for the citizen than for the public official, for after all an intelligent public opinion is absolutely essential to maintain efficiency in city administration. A collection of books and periodicals on all kinds of municipal problems is of the utmost importance to the community and to its civic life. When our people can act on sound knowledge we can have good government in our cities—and not before." Every city needs a department to gather information relating to municipal business. That agency should be the public library. "The primary business of our cities, however, is not economic administration—important as that is—but the making of citizens—intelligent, industrious, healthy and happy men and women. In this business the city of the future will concern itself more and more with social problems primarily, and with financial and administrative problems secondarily, to the extent that questions of finance and administration relate to fundamental social problems." The public library stands as one of the important factors in the development that will produce such a city.

Rural community and the library. S. Coulter. Pub. Lib. 16: 1-6, 49-52. Ja.-F. '11.

Factors that must be taken into account in any consideration of rural problems are: the inevitable effect of long hours of hard work in the open air; the effect on a community of uniformity of occupations and interests; the intellectual virility of a class who in their everyday life are required to know many things and know them well. The author agrees with Professor Bailey in his belief that the library working independently can accomplish little. The library must cooperate with the community. An attendance on any Farmers' institute will show that people of farm communities have formed a "reading habit of the sort that is not used for the killing of time, but for the development of power." The work of the library in such a community should be to broaden the field and to develop finer powers of appreciation. In other communities where the reading habit is undeveloped, there is doubt as to the efficacy of the traveling library in promoting such development. Professor Christie of the Extension department of Purdue University believes that the building up of home libraries is the most effective means of encouraging good reading. A collection of selected books placed on exhibit at twenty county fairs, with a person in charge who could take orders for any book desired, resulted in a sale of about \$500 worth of books. "Professor

Christie claims that this work does not run counter to that of the library commission but is the necessary antecedent to the successful operation of their plan as he understands it." We cannot deal with rural problems as a whole. We have before us a series of special problems each of which must be solved in a special way. "In the great majority of cases the initiative must come from the rural community and not from the library. No outside organization, however wisely constituted or however wisely it may work, can fully interpret the needs of any community. This formulation must come from the community itself. On the other hand, the library should be so organized that it can readily and promptly meet the reasonable demands of any community at any time. In the exceptional case, where there may be no sense of need recognized, the library may be compelled to take the initiative in order to awaken interest, but just so soon as this end is accomplished it should thenceforth wait for the expressed demands of the community." It must be further recognized that, "because dissimilar conditions prevail, no plan of universal application can be devised, but that each community must receive special treatment. It is, of course, possible to simplify this somewhat by grouping conditions, but in the main the problems are individual problems, not capable of being added in such a way as to constitute a single mass problem."

As a first step the author suggests the appointment of a committee to devise plans for a complete scientific study of the problems. "In a scientific attack of any problem there is always a preliminary collection of data which later serve as the basis for generalization. . . . In a sentence, the first work of this association is to recognize that they are dealing with an extremely intricate problem, that the only hope of its solution lies in an antecedent collection of complete and accurate data bearing upon its every phase." A second suggestion is that a committee be appointed to make a careful study of suitable literature. Professor Christie's list of books is made up wholly of books dealing with practical farm problems. "From my standpoint the list is far too narrow. The dweller in the open country is more than a money-making machine, he is confronted with other problems than those of increase of crops and herds, he, like every other man, is confronted with the problems of life, those great problems whose correct solution leads to the gaining of the solid and enduring satisfactions of life." A large number of reading and study clubs now exist in rural communities. Thru cooperation with these clubs the library can learn what is wanted and needed in the community. A fourth suggestion is that the field of existing libraries can be extended. "The work of this association is to discover whether a problem involving the rural community and the library exists. To state that problem in clear-cut and unmistakable terms, avoiding all vagueness and glittering generalities. By wisely planned and scientifically conducted study to collect data needed for the preparation of working plans. These are the three immediate things for this association to consider."

Library methods.

Library machinery vs. human nature. Dial. 50: 75-7. F. 1, '11.

"Between the mechanically perfect-running but otherwise worthless system by which a nickel-in-the-slot apparatus would furnish any desired book, pamphlet, periodical, or piece of information, automatically registering the loan and return of books, and the unorganized, chaotic, hap-hazard way of conducting a library, there is surely a happy medium; and this happy medium, with its maximum of quiet orderliness and frictionless efficiency, and its minimum of red tape and vexatious restrictions, every earnest library worker is more or less consciously striving to attain."

Library methods—Continued.

Library work as an art. Bib. Española. 11: 21-2. Mr. 16, '11.

Popularizing a library in a small town. A. L. Trimble. Lib. Occurrent. 2: 192-3. Mr. '11.

Accord fair and courteous treatment to all who come; keep the mechanical side of library work in the background as much as possible; cooperate with the schools by asking teachers for lists of books they will find useful and by inviting upper grade and high school classes to the library for instruction; and advertise in the daily papers. Cooperation with the church is another possibility. On a specified Sunday ask all ministers to preach a little "library gospel."

Psychological moment. M. W. Freeman. Lib. J. 36: 55-62. F. '11.

Rules should not be so stringent that they cannot be broken when occasion requires. When the busy business man, who has not patronized the library before, comes in for a book that he wants, and wants right away, the wisest policy would be to let him have it even though you must set aside the rule requiring that an application card be made out today and a borrower's card tomorrow, or the day after. The business man who needs authoritative information to place before a board of directors or a consulting engineer cannot wait till day after tomorrow. Make out a special slip and let him have his book. It may be a reference book that does not circulate, and again it may be wise to break a rule. The process of identification in use in the Newark library is a simple one. The applicant is given his card at once if his name and address are in the directory. If not a post card is sent the next day saying that his library card is ready and that he may have it by presenting the postal at the library. In presenting the postal he gives proof that the address is correct. "As to the guarantor question, I will not go into that here, further than to say that if a borrower really wishes to steal a book, he will do it any way, and though you may succeed in making good the loss through the guarantor, the latter will take care never to get caught that way again, and you will have lost more to the library by disgruntling the guarantor than by standing the loss of the book." The telephone is an effective instrument in making use of the psychological moment. "There is no good reason why renewals by telephone should not be allowed. The inconvenience to the library is slight in comparison with the convenience to the borrower. Pad and pencil should be kept fastened to the wall or table near telephone, and name and number of book, and date due written upon slip and taken to charging case for renewal." The telephone may be used in notifying readers of books received for their benefit. Patrons should be encouraged to suggest books which they would like to have the library purchase. A small sum should be at the disposal of the librarian as an emergency book fund. It is not always possible to buy the books the reader wants, but tell him that if he will pay express charges you will try to get the book on an inter-library loan. Then write to the State library, to the nearest large library which lends to its neighbors, or to the Library of congress. The Superintendent of documents is another friend in need. "The point of all this is, never to let a visitor or a questioner go away unsatisfied."

The library must do more than supply demands, it must anticipate them. A lecture, the subject of study for a women's club, a new play coming to town will all mean demands on the library. If the play is worth reading duplicate copies should be purchased as freely as are copies of a new novel. In the matter of popular novels, the librarian should remember that they will be read only while they are new and if they are to be purchased at all, they

should be purchased promptly. There are books other than fiction which are of value because of their timeliness. "The atmosphere of our day is electric with what, for lack of a better phrase, may be called the New thought, in all lines, scientific, religious, social, political; the belief in, the reaching forth toward change, progress, evolution." This spirit finds its expression in our current literature. "Let us not fear this great restless movement of thought, this challenging, questioning spirit of the time, this growing consciousness of the ego and its powers, this searching for the truth at all costs. Let us rather move forward with it, fearing not to furnish food for thought to the thinker, and gently helping him to think who has not thought before."

What the modern library is doing. J: C. Dana. Ind. 70: 193-6. Ja. 26, '11; Same cond. Outlook. 97: 301-2. F. 11, '11; Excerpt. Pub. Lib. 16: 143. Ap. '11.

Notes on this article are given under the heading Children's department.

Library periodicals.

Bibliografía Española: official organ of the Spanish library association. 12 pesetas. Madrid.

This bi-monthly publication is in two sections, one devoted to bibliography.

Loan department.

Question of library renewals. S: H. Ranck. Dial. 50: 82-3. F. 1, '11.

M**Moving pictures.**

Moving pictures in library work. Wis. Lib. Bul. 6: 138-40. N. '10.

The Madison, Wisconsin, public library has tried the experiment of making use of a moving picture machine in connection with the library. "Launcelot and Elaine" and "Oliver Twist" were the stories presented in picture. The stories were first outlined by the children's librarian and the pictures were then thrown on the screen. "The difficulty that faces the continuance of this line of work is the scarcity of films exactly suited to the purpose. There are many films of great educational value. There are a considerable number that deal with literary topics. There are not, however, a great number of films that are well suited to be shown to children and which will have the effect of interesting those children in the best literature." One of the men professionally engaged in the moving picture business is of the opinion that should enough interest be aroused, manufacturers would respond by producing high grade films founded on standard literature.

Municipal reference work.

Municipal reference libraries. Conf. City Govt. 1910: 452-9; Excerpt. Special Lib. 2: 21-2. Mr. '11.

State legislative reference bureaus have passed the experimental stage. Many states have followed the example set by Wisconsin and have established such bureaus in one form or another. "The advantages to be gained by such departments were so apparent that the question occurred to some whether the same idea could be applied to cities with beneficial results. It would seem more essential to have such departments for cities than for the states, since so

Municipal reference work—Continued.

many matters vitally affecting the lives of those who reside in cities depend upon the city government. The water supply, milk supply, police and fire protection, schools, lighting, transportation, and all other necessities requisite to life in cities are absolutely dependent upon municipal officials and if the city government is inefficient, if the funds for the several municipal functions, or for any one of them, are improperly, unwisely, or imprudently spent, some other department must suffer for lack of funds, and unsanitary conditions follow, or proper school facilities, police or fire protection, etc., are wanting." A city is entirely justified in making an experiment if there is a reasonable hope that conditions may be bettered thereby. But it is a criminal waste to allow city after city to make the same experiment and repeat the same failure because one lacks opportunity to profit by the experience of the other. A committee, appointed in 1909 by the National municipal league, made inquiries of all libraries in cities of 50,000 or over, and found a unanimity of opinion as to the need for a municipal reference department. As to the location and maintenance of such departments there was some difference of opinion. Nearly all, however, were agreed that the department should be under the control of the public library. The conclusions reached by the committee are: "1. That municipal reference libraries should be established in all large cities. 2. That as a general rule such libraries should be under the control of the public library. 3. That such libraries should be located in the City Hall where feasible. 4. That the qualification for the head of such a library should be a liberal education, with special training in political science, economics, municipal government, and methods of organization and administration, and he should be selected for merit alone. 5. That the head of the municipal reference library be selected by that method which, in the particular city, will, under the local conditions there prevailing, tend most completely to eliminate political considerations. In some cities, the most satisfactory results may be obtained by lodging the appointing power with the public librarian or library trustees. In other cities, conditions may make it advisable to have appointment made by a select, impartial and non-political board. 6. That the municipal reference library be made the agency for the exchange of municipal documents. 7. The functions of the library should not be restricted to any particular phase of work so long as that work relates only to the collecting, collating, compiling and disseminating of data or information. It will also be one of the functions of the library to aid in the drafting of ordinances. Of course, the principal work will be concerning municipal questions and special efforts should be made to secure such information for the city officials who are responsible for the administration of the city's affairs, but to be of the greatest value such a library must under-take to furnish information to the public generally. Such a bureau will be used extensively by the press and this is one of the best ways of reaching the public. Social, civic and improvement associations will also frequently have occasion to use such a library and its value to a city cannot easily be overestimated. If the bureau be under the control of the public library, it would seem advisable to issue a bulletin containing interesting comments for newspaper purposes and showing how the reference library can be of assistance to officials and to the public as each matter of general interest gets the center of the stage."

P**Periodicals.**

- Children's magazines. M. C. Fraser. Pub. Lib. 16: 151-3. Ap. '11.
An appraisal of seven American magazines

for children and of the children's page of the *Ladies' Home Journal* and the *Woman's Home Companion*.

- Municipal periodical literature. C. R. Woodruff. Lib. J. 36: 183-4. Ap. '11.

Pictures.

- Modern American library economy as illustrated by the Newark N. J. Free public library. Pt. 5, Sec. 3, The picture collection. J. C. Dana. O. 27p. il. pa. '11. Elm Tree Press.

- Public libraries and art education. M. J. Chase. O. 21p. pa. '10. Mabel J. Chase. Nutley, N. J.

Printing.

- Harvard University course in printing. J. C. Dana. Graphic Arts. Mr. '11; Same. National Printer-Journalist. 29: 262-3. Ap. '11.

R**Reading.**

- Analytic library catalogue. M. P. Willcocks. Lib. Assn. Rec. 13: 91-7. Mr. '11.

Notes on this article are given under the heading, Cataloging.

- Great foreign novels vs. current fiction. bibliog. N. Y. Libraries. 2: 186-7; 196-8. Ja. '11.

Good translations of the great foreign novels may exert an influence in counteracting the reading of too much cheap fiction. Many readers who have a prejudice against the English novelists, acquired perhaps by compulsory school reading, perhaps by attempts to read them at the wrong period, may be tempted into a reading of the works of a foreign author which have for them the novelty and freshness of a book just issued.

- Reading for pleasure and profit. 2d ed. rev. O. 31p. pa. Free Pub. Lib. Newark, N. J.

"A list of certain books which young people find entertaining; being chiefly books which older readers enjoyed when they were young."

- Reading of high school boys and girls. P. Chubb. Pub. Lib. 16: 134-8. Ap. '11.

In the Ethical culture high school of New York city all subjects are studied from the historical point of view. This work calls for much collateral reading and much exploration in the library. The work in English in particular, calls for much work of this kind and the teachers of English are constantly in danger of monopolizing too much of the pupil's time. There is danger that the library may usurp the place, in the child's life, of more important activities. The playground, open air and nature should come first. Books should have a subordinate place in the life of young children. Books are

Reading—Continued.

a comparatively modern invention and their multiplication is not to be looked upon as an unmixed good. "The Greeks knew their Homer without books better than we know Milton or Tennyson with them. The England of Elizabeth and of our ancestors was fuller of song and story and drama, of minstrelsy and balladry, of mumming and folk game and pageantry than is the whole of our own huge country to-day. For the widespread social or folk culture of those former days we have substituted the restricted individual book culture of to-day. For the self-amusement of the folk by the commonly practiced arts of song and story and drama we have substituted amusement by the caterer and manager. What we need then today, rather than the unlimited increase of children's libraries and of child-readers, is the development of those library arts which are proper to the child as they are to the childhood of the race. For this reason it seems to me that perhaps the most hopeful achievement of children's libraries in this country has been the development of story-telling and the institution of the story-hour as a part of library work." The modern library is the product of modern conditions. The private library and the private reading corner are gone from too many homes. "And if the reading room of the library is to be a substitute for reading accommodations in the home, it is as a place of literary resort rather than as a laboratory that it is to be regarded. Let us make the most of it as such. Let it offer a quiet and comfortable retreat to every would-be reader at all times, and especially on Sundays. Let it be not a mere stackroom for books, but let it reflect in every possible way the piety and enthusiasm of the real lover of books by its small cases of choice volumes, by its prints and illustrations, its portraits and autographs. A library should communicate the spirit of the bibliophile as the art gallery or the science museum should express the spirit of the lover of art and the lover of nature."

Short sayings about books. D. A. H. Bockzaal. 5: 52-4. F. '11.

In four languages.

Should librarians read? F. G. Kenyon. Lib. Asst. 7: 243-54. N. '10; Same. Pub. Lib. 16: 43-9. F. '11; Same cond. Lib. Assn. Rec. 12: 601-2. N. '10.

The best book to begin with as an introduction both to English literature and English history is Macaulay's essays. These essays open up the gates of classical English literature. "Nowhere will you get an equal recognition of the great writers of the past as living men." To Macaulay also, past history was as real and exciting as the politics in which he had taken an active part. Consequently he is able to make history alive to his readers. To read Macaulay's Essays is to be inoculated with a knowledge of English literature and political history. The next book chosen is Carlyle's Past and Present. "To any librarian, who is interested in social problems, and who wishes to arouse the intelligence, literary, historical, and political, of his clients, I would commend the consideration of Carlyle's Past and Present." The third book selected for its stimulating effect is John Addington Symonds' 'Studies of the Greek poets.' Greek literature is the greatest known to man and every one should know something of its character, and its relation to the history of our literature. The last inspirational book chosen is Emerson's Essays. Emerson is valuable because he makes you think. He takes new points of view which make the truth vivid. These books are worth while because they arrest attention, arouse interest, and provoke to enthusiasm.

Two aids in library work. H. E. Haines. Lib. J. 36: 111-6. Mr. '11.

Notes on this article are given under the heading Librarians and assistants.

Reference work.

Misdirection of effort in reference work. J: C. Dana. Pub. Lib. 16: 108-9. Mr. '11.

Mr. Dana contends that there is an "undue waste of library time, under present practice, in searching for answers to questions of trivial importance." It might be regarded as a sign of "higher efficiency for the library to inform the inquirer 1, that the question is one that cannot be answered adequately there (but may be in such another institution, bureau or office elsewhere), or 2, that it is a question the answer to which may exist in designated material but must be sought by himself; or 3, that the library time already put upon it has now reached the limit of what can be expended without injustice to other work or other readers." Mr. Dana also contends that "the prime duty of the library was not to answer the question, but to instruct the inquirer in the use of the material by which he may secure the answer for himself."

Renewals. See Loan department.

S**School libraries.**

Classroom libraries in New York. C. G. Leland. Lib. J. 36: 178-9. Ap. '11.

School libraries in New York state. L. O. Wiswell. N. Y. Libraries. 2: 192-6. Ja. '11.

The movement to establish school libraries in the state of New York began very early. An act permitting districts to impose a tax for libraries was passed in 1834; an act appropriating \$55,000 a year for state aid was passed in 1838. Altho the system thus inaugurated was admirable, it proved inadequate and, as the state grew, it declined. \$55,000 divided among all the districts of the state was not a sufficient sum. In 1851 a provision requiring districts to raise a sum equal to the amount of state aid was repealed. The books were cared for by a resident of the district and, in many cases, were neglected. These and other causes were responsible for the failure of the system. In 1892 a new law was passed which, as its first provision drew a sharp distinction between public circulating libraries and school libraries. "The former, which for twenty years had been recognized by a law of statewide application, were continued under the supervision of the Regents, and the latter under the supervision of the Department of public instruction. School libraries were to be for the exclusive use of the schools. Pains were taken to avoid some of the mistakes that earlier experiences had revealed. It was required that districts, to be entitled to share in the State money, should raise locally at least as much as they received. This greatly reduced the number of districts that might share in the State money in any one year and correspondingly increased the amount available for the remaining districts. The books were to be retained in the school buildings at all times; thus the tramps were given permanent and respectable homes. The librarians were to be teachers in the schools; thus responsible and intelligent caretakers were provided. The general character of the books to be selected was outlined in the law, and, as a further precaution, it was made illegal to buy books that were not approved by the State superintendent of public instruction. The State the several counties divided the state money among the School commissioners of the county divided

School libraries—Continued.

their appropriation among the school districts. The indefiniteness as to the amount to be apportioned to any one district caused trouble until finally a maximum limit was fixed on a sliding schedule adapted to schools of all kinds and sizes. "Thus in the eighteen years since 1892 all the glaring mistakes of the previous years have been corrected, distinct progress has been made in many directions, no impracticable schemes have been tolerated, the investments have been multiplied in number and amount, and the equipment has been increased in a steady ratio. Within that time the scope of school libraries has been widened, and the general estimate of their value as school adjuncts has been heightened. . . . The intelligent use of books of reference is coming to be a well established requirement in the preparation of lessons. It is even proposed to substitute, in some cases, reference work or research in the library for regular recitations. This is giving libraries a recognition that was not dreamed of a few years ago, and is more positively making a special collection an essential part of the equipment of every school." The rigid rule prohibiting the lending of books to outsiders was annulled in 1910 and school libraries are now open to the public under rules prescribed by the Commissioner of education. "Rural communities where there are no other public libraries and where, for a time, none could be maintained, will be the chief beneficiaries. There the need is greatest, and there the school collections, if handled wisely, will popularize libraries, make the maintenance of them far easier, and prepare the way for the organization of circulating libraries on a broader basis that will be independent of the schools. When any community shall have increased sufficiently in population and wealth, it will desire the independent organization. Then the state can give it assistance through the Educational extension division of the Education department, the school officials can turn over to the new organization as an inheritance a part of their store of books, and they can dismiss with their blessing the lusty offspring of the school library. This is the way of nature, and it seems to be a sensible way."

Value of a library in teaching history. C. Faber. Pub. Lib. 16: 139-41. Ap. '11.

The aim of the history teacher is "to make the pupil interested in everything which has ever interested man." It is thru the library that the teacher must seek to realize this aim. In the selection of books a new idea is beginning to prevail. "Experience is proving that many historical works of recognized standing fail to lend themselves to high school usage. Time is so limited and the pupils so immature that very few long library assignments can be given. The short assignment from a valuable philosophic treatise is useless, for the pupil only finds himself buried under the mass of detail; or even worse than useless, leaving the pupil prejudiced against a work which he ought to enjoy later. Though far from being an advocate of the theory that all school work should be planned with a view to pleasing the child's fancy, I feel that the outside reading in history should serve that purpose if we hope to establish any permanent love of the subject." Another new tendency in selecting books is to provide a number of copies of a few of the best books rather than a few copies of many. The teacher in one history class became much interested in the collection of magazine articles on their work. These articles were on manila paper covers and classified in a library. The idea that they were what would be of use to future pupils is given at the beginning of the instruction in the subject. The teacher must know

Periodicals.

Children's magazines, Dopedias and general Lib. 16: 151-3. Ap. '11. An appraisal of seven American

Schools and libraries. See Libraries and schools.

Small libraries.

Establishment of a library. J. C. Dana. Lib. J. 36: 189-90. Ap. '11.

Ridgeway public library. G. B. Snyder. Ontario. Education dept. Report on public libraries, etc. 1910: 513-6.

The citizens of Ridgeway, Ontario, were undaunted by the fact that Mr. Carnegie only erects library buildings where such are needed and "does not think that a village of 600 needs a special library building but that accommodation might be rented to serve the purpose." They were even a little indignant and went to work to secure a building thru their own efforts. The public was interested, public meetings were held. One citizen gave the building site, subscriptions to the amount of \$860 were pledged, others gave their services in carpenter work, teaming, etc. A small attractive building in bungalow style with a reading room 20x20 ft. and a stack room 20x16 ft. was completed at a cost of less than \$1,200 (including gratuitous labor and value of lot). An expert from the Library Bureau came out to catalog the library and put it into working order. The result is a public library which means more to the people who made it than a library housed in "rented accommodations" or in an expensive gift library building ever could.

Special libraries.

General circulating library in a factory. Special Lib. 2: 15-6. F. '11.

"The National Cash Register Company's library is operated for the benefit of the employees of the factory. A charge of one cent a week for each book withdrawn is made, with the exception of books of a mechanical nature, the charge for such books being one cent for two weeks. Books are renewable for one week with the payment of an additional penny. A fine of two cents a day is made for books overdue. This keeps the library on a self-sustaining basis." The library consists of about 3,000 volumes. About 65 per cent of the books read are works of fiction; 20 per cent are mechanical and technical works; and 15 per cent are books of travel, biography, etc. "Recent experiments show that by putting up bulletins calling attention to special works in which certain classes of employees should be interested, we can stimulate interest in books other than fiction. We shall do more of this in the future."

Indexing and abstracting of current literature for the benefit of employees. F. N. Morton. Special Lib. 2: 16-8. F. '11.

To keep the heads of the various departments informed as to the contents of the technical journals, one library makes use of a system of abstracts. "The library subscribes to about forty periodicals covering gas, electricity, general engineering and science. To advise the heads of the departments and others as to the contents of these, a system of abstracts was adopted. As the journals are read, all articles containing information which might prove of value are abstracted and the abstracts are mimeographed on 5x8 sheets suitable for filing in a standard cabinet. . . . The abstracts are sent out as completed to about 125 men entitled to receive them, and filed by them according to subject. In this way, all information relating to each topic is at hand, in condensed form, available for instant reference for the recipients, and may be referred to without having

Special libraries—Continued.

to go to the original article in bulky books and magazines." A 4x6 card is then made out for each article giving title, author magazine reference, description of the article and classification. These cards are kept in the office of the librarian.

Industrial libraries. J. L. Wheeler. *Special Lib.* 2: 10-2. F. '11.

Industrial libraries may be divided into the following classes: 1, Libraries maintained by manufacturers, corporations and commercial associations for professional and office service; 2, Circulating libraries maintained by manufacturers and corporations for employees and their families; 3, A combination of 1 and 2; 4, Industrial departments of public libraries; 5, Industrial branches; 6, Libraries connected with trade, apprentice, and industrial schools; 7, Libraries of engineering colleges and college departments; 8, Libraries of technical societies and government departments. "Industrial libraries are to a large extent an outgrowth of the efforts on the part of public libraries to develop their usefulness among business men and workmen. When librarians began to make usefulness an ideal for their institutions, they found a vast opportunity awaiting them. First came increased attention to buying technical, artisans' and business books. Then came special attention to reference work with busy men. Finally came separate industrial departments in a few public libraries. . . . The success of these activities was noted through such publications as the *Engineering News*, and a number of business associations and corporations thereby became interested. . . . The purpose of the library and the organization of the company departments which it is to serve, determine its own form and extent. In a typical industrial concern it connects with every department and employee.

"If the company product is widely advertised, the library will do more work with the advertising department. It will furnish ideas for designs and illustrations, keep files of magazines for their advertisements, and index advertising articles in the current literature. For the construction or shop departments it will index and furnish information from books and magazines on machine work and tool design for foremen and employees. For the management department it will have at hand references to information on factory organization, cost accounting, discipline, etc."

The libraries supported by industrial concerns have usually been evolved from a collection of books and pamphlets which existed in an unorganized state in some office of the company. Many so-called libraries exist in other business houses. Reorganization is needed. Room must be provided for shelving of books, pamphlets and magazines, cases must be provided for correspondence, trade catalogs and miscellaneous material, desks will be needed for attendants and tables for use in reference work. Consensus of opinion favors the filing of trade catalogs in vertical files. If a shelf arrangement is preferred frequent vertical supports or partitions should be provided. In purchasing books the librarian of a special library will be aided by the review and advertising columns of the special magazines received in the library. Some of the general methods used in different industrial libraries are: the sending of magazines to the heads of departments and other interested employees, with a checking system whereby each person's attention is called to articles relating especially to him; making the current magazine articles ready for telephone or "hurry up" calls by means of a card index system; the maintenance of a trade catalog collection; practical reference work with all the members and employees of the establishment. "In any large manufacturing plant where several thousand men are employed, a great field of usefulness is open, and in only a very few cases has been developed. The equipment necessary for a combination circulating and reference library is not great, where either

one of the two parts already exists. The addition of a collection of 1,000 books and two sets of record cards is all that is necessary to put at the disposal of the mass of employees a source of constant pleasure, instruction and oftentimes incentive to better and more interested work."

Modern American library economy as illustrated by the Newark, N. J. Free public library; pt. 3, The business branch. J. C. Dana and S. B. Ball. O. 73p. pa. '11. Elm Tree Press.

Reference library in a manufacturing plant. L. E. Babcock. *Special Lib.* 2: 13-5. F. '11.

The library of the H. H. Franklin manufacturing company was one of the first business libraries to be established. It "was established as a technical reference library for the use of the departmental offices, but may be used by all employees of the company for reference purposes. Its aim is to supply all literature or information of any kind bearing upon the work of any department." The library is not circulating, but books and back numbers of periodicals may be drawn out for home use over night and over Sunday. Popular magazines received through the advertising department are loaned for a period not to exceed four days. This is the only work of a popular nature undertaken by the library. "The reference work of the library is varied and interesting, including questions upon industrial and economic conditions, statistics, correct English, biography, mathematics, education, etc., besides the more technical engineering problems. No regular record is kept of requests received for information, except those requiring more or less extended research, although such requests are frequently noted in order to keep in touch with the character of the demands. Side by side with requests for material upon the length of bore and stroke of foreign cars, dimensions of torque or rear axle, theory and design of centrifugal pumps and fans, stresses and strains in transmission gears, hardening processes and strength of material of aluminum alloy, coefficient of expansion of nickel-iron alloys, foreign motor rating formulas, and cam design, appear questions relating to employers, liability, production cost, shop management, technical and industrial education, apprenticeship schools in the United States and Europe, ambulance equipment, ventilation, flaming arc lamp, list of foreign ambassadors, employees' savings banks, building and loan associations, insurance, and height of Mt. Wilson, Arizona. The number of volumes at present is about 1,125, including pamphlets. Special collections of books are located in the legal and engineering departments, chemical laboratory, etc., only works of a general character and bibliographical and reference works being retained in the library. Very few technical books are purchased, and as a rule only the most recent editions, as constant investigation and research often makes an engineering book out of date before it is printed. Pamphlet literature and public documents however, are often valuable assets. There is a collection of about 4,200 trade catalogs, including 1,000 catalogs from competing automobile firms in America and Europe."

Periodicals furnish the best sources of information. Of these the library receives altogether about 235. "As many copies are received, or a single copy sent from one department to another, a special method of circulating has been devised which is very satisfactory. That if the artisan has proven quite satisfactory, that if the engineer, a routing slip is pasted on the end of each periodical with columns for oral instructions, 'clipping page', 'reference', 'out courses for files the reader would be interested in'. As soon as indexed in library, the inspector twenty marks.' The periodicals of the industries advertising departments. Collections of the best of advertising material were sent out to the li-

Special libraries—Continued.

periodicals are kept on file in a special filing box similar to a pamphlet box with open back. Here they are kept clean and unrumpled and occupy less space than they would piled on shelves. Those which have permanent value for reference work are bound. The Gaylord pamphlet binder is used for pamphlet literature of permanent value. For those of temporary value pamphlet boxes are used. The Dewey decimal classification is used, "supplemented by the 'Extension of the Dewey classification as applied to Engineering Industries,' published by the Engineering Experiment Station of the University of Illinois, this in turn supplemented by an automobile classification presented by Mr. Henry Hess before the Society of Automobile Engineers, and published in *Horseless Age*, August 25, 1909." The method of caring for trade catalogs is simple. "At the time a request is sent the name of the firm is entered on a card, and above this is penciled the date of the letter and the name of the person or department desiring the catalog. This card is filed alphabetically under the heading 'Catalogs ordered.' When the catalog is received, this card is removed from the 'Catalogs ordered' list, title or titles and class number added, and the card filed in the index list of trade catalogs. Subject cards are made, and the catalog is labeled and forwarded to the party for whom it was obtained. If no reply is received, or the firm does not issue catalogs or the edition is exhausted, these facts are noted and the card filed for future reference." Catalogs are filed in alphabetical order by firms. The Cutter-Sanborn system of author numbers is used.

Special libraries have earning power. D.

N. Handy. *Christian Science Monitor*.

Ja. 4. '11; Same. *Lib. Work*. 4: 1-5. Ja.

'11; Same cond. *Special Lib.* 2: 5-6. Ja.

'11.

The earning power of a special library cannot be estimated in dollars and cents, for it consists in the library's power to "furnish required and necessary information where it will do the most good at the right time and in the right shape, with the minimum expenditure of time and energy on the part of those whose business it is to use the information when furnished." In a business house this earning power will be manifested in the furnishing of information which director, manager or workman can use in the development of the business. This earning power will depend not only on the organization and management of the library itself but upon the intelligence with which use is made of it. The beneficiaries are, first, "those by whom and for whom the library is founded and maintained; if by a business organization, then its directors, officers and employees; and if by an association its members and employees; if by the public library as a branch of its manifold activities, then the community, although particularly, of course, the individuals whose interests are identical with the field in which specialization is made. Secondly, and somewhat remotely, is the entire community. No special library lives long unto itself alone. The great technical, engineering and financial libraries founded at first as information departments of private houses have almost invariably in the end recognized the general interest in the subjects they covered; and within limits have welcomed students outside the ranks of their own organizations to the shelves." While most special libraries themselves to one particular subject, many side lines along which business

are must be informed. A fire insurance instance, must know much about insurance. It is here that the need arises, but the problem of co-operation is complicated by the fact that much confidential information is to be shared with its business information which has cost and which is, in a vital

Periodicals.

Children's magazine. *Lib.* 16: 151-3. Ap.

An appraisal of seven

sense, a part of its stock in trade. But are there not limits within which such cooperation would work to the advantage of all, and without any respect jeopardizing the interests of any? Might not a cooperative bibliography be built up out of the resources of all the co-operating libraries and kept for common reference in the library most concerned be of mutual advantage?" Cooperation with the public library is less involved. The value of much of the material in the public library would be greatly increased if it were more minutely cataloged. If public and special libraries could work together to render this material more accessible, the ability of each to serve their constituents would be increased. "I fancy this cooperation on the part of public and special libraries would be helped by the publication by the latter of bulletins of special literature. Free access could be had to the public library's accessions, and by a simple system of notation it would be possible to indicate what of the references given could be found at the public library. If a file of these bulletins were kept at the public library it would help library assistants who cannot be expected to be familiar with these narrowly technical subjects, to supply information when asked for. The co-operative part played by the public library, in this instance, would consist in placing at the disposal of the special library cataloguer all the material on its shelves bearing on his subject; and in using the indexes provided, when they were delivered to it. The co-operative part played by the special library would consist in furnishing the indexes. As indexes cost money, there would be no inconsistency in the public library paying an annual subscription price for the service."

Any increase in the efficiency of the special library means an increase in its earning power. Librarians thru frequent meetings and talks can do much in an informal way, to help one another. The special library should seek to be looked upon as the natural repository of valuable collections. The place for the life collection of a student of any subject is in a special library devoted to that subject. The earning power of the library may also be increased by convincing those whom it wishes to serve of its ability to serve them. "It is apparent that in the growing demand for special information and its prompt delivery without the intervention of slow and indirect methods, the necessity for the library which concentrates its activities upon a single subject is to be more and more recognized. Its intensive methods are to command increasing attention and respect; and specific earning power, which is now too often grudgingly conceded, will be universally admitted."

Use of print in the world of affairs. J.

C. Dana. *Lib. J.* 35: 535-8. D. '10; Same

cond. *Special Lib.* 2: 2-3. Ja. '11.

In the opinion of the author, educators, including high school principals and teachers, and college professors, fail to realize the value of a knowledge of the use of books. They "do not realize the value of their libraries; do not maintain or house them properly; do not make adequate use of them; do not impress their students with the importance of skill in using books and libraries, and do not insist that that skill be acquired in the four years of the college course." Librarians, too, following academic traditions "fail fully to realize, to make use of, and to help to promote the development of that custom of gaining profit from printed things, which is spreading so rapidly in the world of affairs." An indication of this trend in the world of affairs is afforded by the rapid growth of special libraries. Of his own experience in establishing a business branch in Newark, New Jersey, the author says: "No sooner had we entered upon this work of collecting material of the kind that may very inadequately be characterized as 'business,' than we discovered that its quantity is very much greater than we had supposed, and that to collect it, arrange it, and make it easily accessible, is

Special libraries—Continued.

work that libraries have taken up to a slight extent only and that we would find it in consequence extremely difficult. . . . We have touched the margin only of a large field of printed things, a field not yet thoroly explored by members of our craft." The place for a business branch is, of course, in the heart of the city—the proper location for the main library itself in the writer's opinion. The business branch of the Newark library contains: directories to the number of 500; several thousand manufacturers' catalogs; a selection of United States government publications; local municipal publications with a selection from those of other cities and states; about 500 books relating to business, accounting and advertising; 500 general reference books; about 20 trade periodicals; maps, local and general. Fiction and general periodicals are also kept at the branch for convenience of patrons in drawing and exchanging books. With so much already accomplished the librarian still feels "that we are only at the beginning of a work, the size and importance of which we did not realize at all when we began, and realize very imperfectly we are sure, after giving considerable time to it for nearly three years. We are not in a position either to take pride in what is done or to give much help to others. Rather, we are inquirers. We believe the idea of placing a collection of printed things which men of affairs will wish to use in the center of our city is a very good one. Our beginning indicates that our belief is sound. We shall carry the work on as long as the use made of our collection grows as rapidly as it has thus far."

State documents.

Recent state publications of interest (New York). F. L. Tolman. N. Y. Libraries. 2: 198-200. Ja. '11.

State libraries.

New York state library and the college and reference libraries of the state. J. I. Wyer, jr. N. Y. Libraries. 2: 188-92. Ja. '11.

The state library already cooperates with the public library to a large extent but many lines of cooperation between the state library and the college library still remain to be developed. This is especially true in the case of the library of the small college. Few colleges have large appropriations for books, and when the needs of the undergraduate body have been met, little remains to meet the demands of graduate students and research workers. Ways in which the State library may help are: 1, Thru interlibrary loans of single volumes or of collections; 2, Thru reference work, either bibliographic or research; 3, By supplying state publication; 4, By advance arrangement for reference work at the State library. If the professor or student who wishes to visit the library knows beforehand approximately what material will be found there, and if the attendants of the library have material ready for his use much time will be saved. The intelligent use of a library, even at long range, requires a considerable knowledge of its collections. Colleges should inform themselves as to the resources of the State library.

Story telling.

Reading of high school boys and girls. P. Chubb. Pub. Lib. 16: 134-8. Ap. '11.

A small boy returned a copy of Church's "Stories from Homer" with the disgusted comment that it was not "up to date." "This incident served to impress upon me the importance of two elements in the literary education of the child; the need of laying just the sort of basis which the story hour of the modern library is laying by means of the wide range of

stories, fairy tales, fables, myths and legends with which the trained story-teller is equipping the children; and in the second place, the importance of providing also material which relates to the life and experiences of the child in his own time and environment. It is because the home and the fathers and mothers and nurses of to-day no longer supply this material and this basic literary education that the teacher, the story-teller and the library are called upon to make good the loss."

T**Technical literature.**

Public library and technical education. W. R. Nursey. Ontario. Education dept. Report on public libraries, etc. 1910: 545-9.

An investigation in Ontario showed that in five years, from five towns, \$262,000 was paid out by local artisans to correspondence schools in the United States. These facts were taken under consideration by the Department of education and the Inspector of public libraries. "It was felt that the library was but in part fulfilling its mission in only catering to the wants of the ordinary reading public; that another field of endeavor was open for practical exploit, and that the library should at least contribute its quota of support in the extension of its many facilities for imparting knowledge in the special work of providing vocational reading and technical instruction for the local artisan. It was manifest that the time was at hand, and the opportunity had arisen, when the library might become the 'people's university' in fact a 'continuation school' for the industrial class who had in many instances no other home channel through which they might acquire specific knowledge so sorely needed." It was realized that technical schools could reach only a small part of the working population. "With a view of utilizing the public library, whose possibilities in this direction are self-evident, a recommendation was made by the Inspector of public libraries last year for the setting apart of \$1,000 out of the appropriation for travelling libraries, for the purchase of selected books for 'special technical libraries' for the purpose referred to. It was pointed out that the books published by private enterprise in the United States and elsewhere were, though included in the fees for tuition, sold to students at a very high price, the examinations being conducted by correspondence, the minimum charge for a course of study and diploma being \$50, but in many instances reaching \$100. Attention was drawn to the fact that industrial competition was becoming keener all along the line, that the unskilled and inefficient workmen were being driven from the field, and as the future prosperity and development of Industrial Canada depended upon the expertness of the artisan class, every possible home facility should be extended the ambitious worker, the question of whose ambition has been settled by his willing payment of hundreds of thousands of dollars to foreign correspondence schools. It was contended that an attempt at least might be made to meet the artisan's desire for further instruction along individual vocational lines, through the medium of selected technical books that would supplement those in the local library, and not be kept under lock and key for reference, but circulated for study purposes, to be taken by the artisan to his own home." It was hoped that if the plan proved a success the Department of education might see its way to provide oral instruction and perhaps in time work out courses for which a diploma could be granted. As soon as the plan was announced by the Inspector twenty six libraries sent in lists of the industries located in their districts. Collections of the best books on each subject were sent out to the li-

Technical literature—Continued.

braries, with a classified catalog accompanying each. Stereoscopic views illustrating industrial processes were also included. To insure success it is necessary to get the announcement of the library's new resources to the workmen. Thru the cooperation of employers, lists are posted in factories, or are inserted into the pay envelopes. The plan of giving instruction orally or by correspondence has not yet been tried. "The results so far of the circulation of the Technical libraries by this branch of the Department of education in the manner as previously described, have fully realized expectations. It has been shown that the artisans and other classes of workers have not been slow to profit by the opportunity extended. In two instances where the libraries had to be recalled orders were placed for copies of each of the several books by a corresponding number of persons who had read the same. Books were readily borrowed by the mill, factory and workshop hands and studiously perused. Judging by reports received up to the present time of the results of what is but an experiment in its earliest experimental stage, it is believed that the departure will more than justify the efforts that have been made. The results would seem to warrant the recognition of a new era and field of usefulness for the public library."

Traveling libraries.

Traveling libraries in Wisconsin, with directory of stations. L. E. Stearns. D. 41p. il. map. pa. '10. Wis. Free Lib. Comm., Madison.

Travelling libraries. W. R. Nursey. Ontario. Education dept. Report on public libraries, etc. 1910: 531-5.

The traveling libraries of Ontario are made up of from forty to sixty volumes, consisting of from 20 to 30% of fiction for adults, 45% of books of general interest on religion, sociology, sciences etc., and 20 to 25% of juvenile books. By special arrangement public libraries are supplied with collections on special subjects; library boards with books on construction, administration or cataloging and classification; study clubs with works on Canadian history and other subjects; individuals with books on special subjects in which they are interested.

U

University libraries. See College libraries.

Vol. V

No. 2

Library Work

JULY 1911

THE H. W. WILSON COMPANY
BIBLIOGRAPHICAL PUBLISHERS
MINNEAPOLIS, - MINNESOTA

THE CARD CATALOG

PRINTED SUBJECT HEADINGS

ONE of the many problems in connection with the card catalog is the guide card. It is difficult to letter guide cards in the typewriter and when made a few at a time, some of those in the catalog are badly worn while others are new and fresh, and those made at different times are not uniform. Manuscript cards are never entirely satisfactory. As the card catalog grows it is necessary to add guides here and there in order to preserve the balance and this is usually left for a dull time which never comes.

We can supply printed subject headings for libraries and offer a selection of 500 which are printed on the best quality of guide cards, cut in thirds. If these meet with approval, as we have every reason to believe they will, we plan to print additional guide cards in selections of 250 so that the larger libraries may make additions until they have reached the number necessary to satisfactorily use the catalog. Thus a library may purchase additional cards in lots of 250, or 500 or more, until a sufficient number is secured.

In making the selection of the headings, care has been taken to select subjects or names for which search is often made and which will be about equidistant in the average catalog. We hope that any library choosing subject headings and having any suggestions to make as to the principles on which choice is made, will give us the benefit of their experience.

These guide cards are sold on the basis of 1c each. Libraries usually pay \$6.00 a thousand for the blank cards, so that the additional cost of printing is only at the rate of \$4.00 a thousand, which is much less than the cost of making by hand. The expense of these is so moderate that libraries will not find it necessary to use old and worn out guide cards.

EARLY RECOMMENDATIONS

I consider the Guide Cards very useful and practical and they add greatly to the neatness of the card catalog. They will save considerable time and are no more expensive than the manuscript cards.
MATTIE FARGO, Cataloger,
Iowa State Teachers College.

We are ordering one set as a trial for we feel that they will be a great addition to the usefulness and appearance of our catalog.
FANNY DUREN, Public Librarian,
Waterloo, Iowa.

The plan of subject headings is excellent.

JOHNSON BRIGHAM, Lib'n,
State Library, Des Moines, Iowa.

THE H. W. WILSON COMPANY

MINNEAPOLIS

LIBRARY WORK

VOL. V.

JULY, 1911

No. 2

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"A town in Massachusetts has done me the honor of naming itself after me, and is proposing to build a steeple to their meeting house if I would give them a bell. I have advised the sparing themselves the expense of a steeple for the present, and that they would accept of books instead of a bell—sense being preferable to sound."

—Letter of Benjamin Franklin, 1785.

Since no one should recognize more clearly than a librarian the value as a working tool of a well made bibliography, and since the making of bibliographies is a craft at the command of the library profession, it is to be wondered at that no adequate bibliography of the literature pertaining to library economy has before been available. The old saw concerning shoemaker's children comes to mind. *Library Work* for the past six years has been covering the field of current library literature, and now from England comes a work described as the "first systematic attempt to index the whole range of literature in the English language published in the library periodical press"—a "Bibliography of Library Economy," compiled by H. G. T. Cannons, Borough Librarian, Finsbury, London. When Mr. Cannons, recognizing the need for such a work, first formulated his plans, he made an offer, in 1907, to present the rights of the European sales to the Library Association of the United Kingdom. Unfortunately the association was unable to carry out its part of the agreement because of insufficient financial support, and the work as it now appears is the result of a private commercial enterprise. The extent of Mr. Cannons' compilation can best be indicated by an outline of his scheme of classification. His fifteen classes cover: A. Library Associations, Clubs, Schools, etc.; B. Library Legislation; C. Library History and Description; D. Architecture, etc.; E. Organization and Adminis-

tration; F. Library Extension; G. Books; H. Classification; I. Cataloging; J. Indexing; K. Bookbinding; L. Bibliography; M. Printing; N. Publishing; O. Copyright. Under these classes there are arranged, in all, some 1,900 subject headings, and under the subject headings come the entries, arranged in order of date, so that an historical sequence for each subject is presented. The work comprises in all over 15,000 entries, representing the literature contained in some forty-five periodicals for the period from 1876 to 1909. Supplementing the Key to the Classification there is a complete subject index alphabetically arranged. The inclusion under the regular subject headings of the selected list of firms dealing in library supplies, while it may be intended as an aid to library committees, is a questionable feature which may prove more annoying to users of the volume than its value for other purposes would warrant. On the whole it is to be regretted that a work so important could not have appeared in a more attractive and fitting form. The lack of support on the part of librarians noted before, which is without doubt responsible, is hardly a credit to the Library profession, and it is to be hoped that ample amends for the earlier indifference will be made before the appearance of the revised edition of 1916. Mr. Cannons set for himself a difficult task and with seemingly little encouragement has carried it thru successfully. Usage is the only true test of such a work. And the librarians who use the volume must be its critics. Errors and omissions will undoubtedly come to light, and, knowing the difficulties attendant on the making of a bibliographical work such as this, we suggest that the compiler's request for criticisms and corrections be kept in mind.

It would be well worth while for every librarian and assistant in any university library to study the article on Departmental libraries by Frederick C. Hicks, found in the *Columbia University Quarterly* for March, 1911. Its statement of the advantages of such libraries is very clearly placed before the reader. The solution of the problem as worked out in the Columbia University library is given. Full notes on this article are given in this issue of *Library Work* under the heading Department libraries in colleges.

First credit for the reprinted article by John C. Dana on the "Harvard University Course in Printing" which appeared in the April issue of this magazine should have been given to *Graphic Arts*. The article as reprinted by *Library Work* was taken from the *National Printer-Journalist*, which in turn had reprinted it from *Graphic Arts*.

Periodicals Included

- A. L. A. Bul.**—American Library Association Bulletin, 1 Washington St.; Chicago.
- *Boekzaal.**—Boekzaal. f. 3. 25. Ploegsma and Co., Zwolle, Netherlands.
- Conn. Pub. Lib. Doc.**—Connecticut Public Library Document, Public Library Committee, Hartford, Conn.
- Folkbiblio.**—Folkbiblioteksbladet. kr. 1. Folkbildningsförbundet. 6 Lästmakaregatan, Stockholm. (Quarterly.)
- * For Folke-og Barneboksamlinger.**—For Folke-og Barneboksamlinger. (Quarterly.) kr. 1. Christiana.
- Ia. Lib. Q.**—Iowa Library Quarterly, Iowa State Library Commission, Des Moines, Ia.
- Library, n.s.**—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.
- Lib. Asst.**—Library Assistant. 4s. H. Rutherford Purnell, Central Library, Town Hall, London.
- Lib. Assn. Rec.**—Library Association Record. Single numbers, *2s. Whitcomb House, Whitcomb St., Pall Mall East, London, S. W.
- Lib. J.**—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. Occurrent.**—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.
- Lib. Work.**—Library Work. 50c. The H. W. Wilson Company, Minneapolis, Minn.
- Lib. World.**—Library World. 6s. 6d. Libraco Ltd., 60 Wilson st., Finsbury Sq., London, E. C.
- Minn. Pub. Lib. Com. Notes.**—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.
- N. Y. Libraries.**—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- News Notes of Cal. Lib.**—News Notes of California Libraries, California State Library, Sacramento, Cal.
- N. C. Lib. Bul.**—North Carolina Library Bulletin, Raleigh, N. C.
- Ohio State Lib. Bul.**—Ohio State Library Monthly Bulletin, Columbus, Ohio.
- Penn. Lib. Notes.**—Pennsylvania Library Notes, Pennsylvania Free Library Commission, Harrisburg, Pa.
- Pub. Lib.**—Public Libraries. \$2. Library Bureau, 156 Wabash Ave., Chicago.
- Special Lib.**—Special Libraries. \$2. Special Libraries Assn., State Library, Indianapolis, Ind.
- Vermont Lib. Com. Bul.**—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wis. Lib. Bul.**—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.

* We are indebted to Mr. F. G. Axtell, Librarian of Macalester college, St. Paul, for translations and digests of the articles in Boekzaal, For Folke-og Barneboksamlinger and Folkbiblioteksbladet.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current Library Literature

April to June, 1911

A. L. A. booklist.

Preparation of the A. L. A. booklist. Wis. Lib. Bul. 7: 40-1. Mr. '11.

Access to Shelves.

L. S. D. of safe-guarded open access in lending libraries. Lib. World. 13: 233-5. F. '11.

"The 'saving' likely to be effected by the adoption of open access cannot always be represented by pounds, shillings and pence, for in a library, as in an industrial undertaking, there are economies making for efficiency which cannot show in a cash statement or justly be allocated to any particular ledger entry." But there may be an actual lessening of expense by the doing away with "massive counters, tall and ornate screens and costly indicators." A saving, too, of the time and energy of assistants will result. Open access will exert an influence on stock selection and the keeping up of stock. When books selected are to be handled by the public, more care must be given to bindings etc., and books to be placed on open shelves must be kept in repair. "More direct co-operation with a library's activities is secured by the borrower's personal visits, and repeated visits will not fail to engender more direct sympathy with the library's aim to be regarded as a useful municipal institution; and, that accomplished, will mean in the long run that when the question of increased library rates arise the public will better appraise the value of the return received for their contribution."

Week-end impression of open access. Lib. World. 13: 303-5. Ap. '11.

Advertising the library. See Library advertising.

Agricultural libraries.

Experiment station library. Experiment Station Record. 23: 501-4. N. '10.

The cost of building up a good experiment station library need not be great, for much of the most valuable material required in such a library consists of public documents which can be obtained free of charge. Agricultural papers and the reports of dairies, horticultural and other kindred societies may be acquired by exchange or gift. The money available may, therefore, be largely expended for scientific periodicals and books required for special investigations. The expense along this line may also be diminished by interlibrary loans and by applications to the Library of Congress and the United States department of agriculture for the loan of special works. Like all libraries, the experiment station library must recognize the importance of systematic organization and administration. "The station library in particular, irrespective of such administrative details as its organization as a part of the college library, its maintenance as a separate entity, or its partition into departmental collections, needs careful supervision because of its peculiar nature. Merely from the business standpoint, now that the stations are expend-

ing, as in recent years, an average of about five hundred dollars annually for books, periodicals and bindings, it is easy to see that in a few years the library comes to represent a considerable investment, justifying the careful preservation of its peculiarly perishable material and its housing with greater regard to the hazard from fire and other losses than it commonly receives." The services of a trained librarian are indispensable in the acquisition of material. Too many libraries are negligent in the matter of keeping up complete files of the publications on which the value of their collection depends. Editions of reports and documents are small and soon exhausted, and old numbers are not easily obtained. An experiment station library is essentially a library for research, and in research work a most important factor is the working time of the investigator. To conserve this thru organization, and thru bibliographical aid, is the function of the station librarian.

Agricultural literature.

Free literature on farming. J. C. Marquis. Wis. Lib. Bul. 7: 16-9. Ja. '11.

American library association booklist. See A. L. A. booklist.

Annotation.

Early chapter in the history of book annotation. D. James. Lib. World. 13: 74-7. S. '10.

B

Bibliography.

Bibliography of library economy: a classified index to the professional periodical literature relating to library economy, printing, methods of publishing, copyright, bibliography, etc. H. G. T. Cannons. O. 448p. 7s. 6d. '10. S. Russell & Co., Colonial House, Tooley st., S. E., London.

Library association examination syllabus: practical bibliography. H: A. Sharp, comp. Lib. World. 13: 298-302. Ap. '11.

Binding and repairing.

Manual of library book-binding, by H: T. Coutts and G: A. Stephen. Review. Lib. Asst. 8: 72-3. Ap. '11; Pub. Lib. 16: 300. Jl. '11.

Book prices.

Avoiding net prices. Pub. Lib. 16: 196-7. My. '11.

Book reviewing.

Eternal "or" of the librarian. F. F. Browne. Pub. Lib. 16: 233-7. Je. '11.

Notes on this article are given under the heading Book selection.

Book selection.

See also Children's reading.

Book selection. E. F. McCollough. Wis. Lib. Bul. 7: 41-2. Mr. '11.

The selection of books for other people to read is no easy matter, and the difficulty of the problem increases as the book fund diminishes. "Mistakes in book selection are luxuries which no library however large or well provided with funds can afford. For every dollar misspent means a chance forever lost to supply the immediate need." Books should not be selected in a hit or miss fashion but should be chosen in accordance with a definite plan which has been systematically worked out with a view to supplying the book needs of the community. The librarian must be keenly alive to the community interests. She is the only person who is in a position to see the problem as a whole. "To aid such a librarian a good book committee able to supplement and balance her ideas and judgment is another essential. The best team work is usually done when the interests of the members of the book committee are as varied as possible."

Book selection in the university library. E. H. Budington. Columbia Univ. Q. 13: 218-23. Mr. '11.

In the selection of books for a university library three things must be considered: first, the relation of the university library to the other libraries of the city; second, the relation of any department to other departments; third, the relation between members of a single department. "The relation of the university library to the other libraries in the city makes essential an understanding by which each library will undertake to keep certain subjects fully up to date, thus making it unnecessary for the others to buy largely in these directions." In selecting books for the different departments of the university it is found that their fields overlap. The same book is demanded by several departments. A system of cooperation between departments must be worked out if library funds are to be expended to the best advantage. In considering the needs of a single department it seems best that each department should appoint its library committee which shall confer with the library officials on all questions relating to the book needs of the department.

Building up a business library. Publishers' Weekly. 79: 2084-6. My. 20, '11.

There are very few good business books, and practically all that are good "have been published within the last ten years and some of the best within two or three years. Business books of any kind, good, bad, and indifferent, are far from plentiful. To build up any sort of a library at all, you are forced to give a very elastic meaning to the word business, and include within its scope works of a specializing character, such as treatises on banking, finance, transportation, accounting, shop practice, etc., books which no doubt are valuable to men engaged in each specific line but are too full of detail to be of practical value to those engaged in other lines. To be specific, really helpful books on advertising and selling are very few." Mr. W. H. Ingersoll has made out a list of ten best books on business and of these ten, six are of a specializing character. The following are the ten books: Veblen's "Theory of business enterprise," Parson's "Business administration," Rollins' "Financing an enterprise," Garrison's "Accounting

every business man should know," Emerson's "Efficiency," Carpenter's "Profit-making management," Diemer's "Factory Organization and administration," Scott's "Theory of advertising," Scott's "Selling," and Parson's "Laws of business." A bibliography of books on business is selected with reference to the needs of the average business man.

Eternal "or" of the librarian. F. F. Browne. Pub. Lib. 16: 233-7. Je. '11.

The eternal question with the librarian is "Which shall it be? This book, or that?" The librarian must take the responsibility of buying books for other people, and, not only a wise selection, but a judicious distribution of his purchases is necessary. The most difficult problem of all is presented by the new novel. In trying to make an appraisal of the value of a new book, he finds the abundance of material in the form of advance notices, etc., a hindrance rather than a help. A practical method of classifying and arranging such material in envelopes of convenient size is suggested.

Borrowers.

Initiation of the borrower in an open access library. S. Kirby. Lib. World. 12: 339-40. Mr. '10.

Borrowers' cards.

Registration of borrowers: some improvements. E. W. Neesham. Lib. World. 12: 341-3. Mr. '10.

Buildings.

A has the library basement! L. E. Stearns. Wis. Lib. Bul. 7: 43. Mr. '11.

Lecture rooms in small library buildings are usually located in the basement. "The great difficulty in having an entire library on one floor has been the desire on the part of library boards for classical structures, money being put into expensive stone columns and ornamentation." Concrete, a building material which lends itself to informal styles of architecture, is recommended for small library buildings. Several of the smaller cities in Wisconsin are adopting the bungalow style for their new buildings, with the result that, with no increase of cost, they secure light, attractive rooms on one floor.

New building of the New York public library. il. Lib. J. 36: 221-32. My. '11.

A paper prepared by the staff of the library which presents a description of the building from an administrative point of view.

New York public library: how the readers and the books are distributed in the new building. il. Scientific American. 104: 527-9. My. 27, '11.

New York's great new public edifice. Harper's W. 55: 9. My. 27, '11.

Bulletins.

Second-class postal rates on commission bulletins. L. R. Wilson. Pub. Lib. 16: 289. Jl. '11.

Business men and the library.

Library as an investment. H. C. Wellman. Pub. Lib. 16: 277-80. Jl. '11.

Notes on this article are given under the heading Workingmen and the library.

C

Cataloging.

Signs and symbols in cataloguing. W. J. Jackson. *Lib. World*. 13: 161-5. D. '10.

Attention is called to the importance of minor details in cataloging. More care should be taken in the matter of accent marks used in foreign languages. The omission of an accent may change the meaning of a word. Punctuation is another matter of importance which is sometimes neglected. "Cataloging is made up of small things, and unless these be uniformly and scientifically treated, the finished production not only loses a measure of its utility but remains, at least, an eyesore to those responsible for its compilation. It cannot be too often repeated, that to ensure good results, careful attention must be paid to apparently minor details, while the application of accurate knowledge to minute points, gives a distinct advantage to those who possess it."

Catalogs.

Bibliographic apparatus in colleges. H. B. Prescott. *Columbia Univ. Q.* 13: 224-9. Mr. '11.

"To the student unaccustomed to a large library, with its necessarily large and complicated catalogue, the department library—small, compact, containing only the books for daily use, and with its correspondingly small catalogue—is of great service. It introduces him to methods of arrangement and classification, and does not bewilder him as does the large catalogue with its multiplied entries under authors and subjects. In these department catalogues should be included not only author and subject cards for all books in the department, but analyticals for all important serials which bear upon the work of that department, whether shelved there or in the general library. . . . These analyticals for the department libraries do not appear in the general catalogue nor do the cards for some of the department libraries, for example, the libraries of the schools of law, medicine and pharmacy. The department catalogues are made even more useful by incorporating with them cards for all books dealing with their particular subject to be found in the general collection or in other department libraries." The general catalog "resembles a dictionary, and it follows as closely as possible the simple alphabetical arrangement of a dictionary. Every book is represented by an author or title card and usually by one or more subject cards. In this ability to multiply subject cards is embodied one of the great advantages of a catalogue. A book may be classified under but one subject and stand in but one place on the shelves; but it may appear in the catalogue as many times and under as many headings as seems desirable. In assigning the subject heading, the aim is always to be as specific as possible, but to avoid dividing material too closely related to be dealt with separately. The opposite sides of the question are often united, since they are so constantly treated together that separation would be difficult. For example, temperance and intemperance, emigration and immigration, free trade and protection. Subjects are brought together also by means of cross references, the smaller subjects being always referred to the larger and to other related subjects." The cards in certain subjects, and especially in historical groups, may be arranged either alphabetically or chronologically. In Columbia the alphabetical arrangement has been followed in the main, but history cards for countries have been divided by periods.

"A dictionary catalogue often widely separates closely related subjects, and the student who wishes to find all that the library con-

tains on some rather general subject would prefer to have the catalogue arranged by classes. This need is met to some extent by the shelf-list, where the cards are arranged in classified form, an exact duplication of the books as they appear on the shelves. The reader is able to ascertain here what volumes the library has on the subject in which he is interested, and what on closely related subjects; it is in reality a subject bibliography of the material contained in the library. But a shelf-list can never take the place of a subject catalogue, because for every subject there are important pamphlets and articles in transaction and periodicals to which the shelf-list gives no clue. . . . Probably few users of the catalogue realize that it costs the library an average of twenty-five cents to record a book there, and that since each card must tell the location of the book which it represents it costs the library an average of ten cents each time a book is transferred to a department library, or brought back from a department to the general collection. But this outlay is more than justified by the great advantage to the reader and the economy of his time in the bibliographic information which it gives."

Catalogs, Printed.

Novel catalogue. L. S. Jast. *Lib. World*. 13: 193-6. Ja. '11.

A comment on a select catalog, viz., "a classified list of the best books on all subjects in the central, north and west libraries" of Islington. "The old-style catalogue, containing the complete contents of the library, whether good, bad or indifferent, whether possessing, by reason of subject or treatment, a wide and popular appeal or an appeal so limited as to be practically 'non est,' was, in a great many cases, bulky, and in all cases costly in proportion to the extent of the funds available." The printed catalog was a necessity before the days of open access to shelves. Now it would seem that the expense of publishing complete catalogs is, except in special cases, no longer economically justifiable. For the select catalog is however strongly justifiable. The majority of readers need some sort of help and guidance and the select catalog can furnish this help."

Children's clubs. See **Clubs for children.**

Children's department.

See also **Clubs for children.**

Children's reading.

Arabian nights. E. Lyman. *Ia. Lib. Q.* 6: 141-5. Ja. '11.

The Iowa library commission has undertaken to make an evaluation of the many editions of children's classics with a view to assisting libraries in selection. This article presents an appraisal of the various versions of the "Arabian nights" and lists those editions which are recommended for library purchase.

Old tales and modern adaptations. M. M. Douglas. *Ia. Lib. Q.* 6: 134-40. Ja. '11.

Attempts to remodel the folk tale, or to edit or adapt it until little of its original form remains, and until both its strength and its beauty are lost, are condemned. The versions recommended are those which preserve the form and spirit of the original tales. "The pleasure given to children . . . can be measured only by the loss they suffer when they are given nothing but the remodeled stories. As specimens of English for the reading of young children they cannot be surpassed, and their simple and direct language should have a strong effect upon the speech of the children to whom they are familiar." Whenever possible the collections of a folk-loreist should be chosen. He "preserves

Children's reading—Continued.

the historical and sociological elements of the tale, and his version, even with its unfamiliar dialect and obsolete wording is usually the more picturesque and simple, and leaves a more distinct impression with the children. It is true that this version whole and entire is frequently unsuitable for children but the useful art of cutting where absolutely necessary, but not altering, can be employed." In attempting to present a "moral" tale by the expurgation of all that seems to them horrible in the old stories, editors may defeat their own purpose. "Slaughtering and bloodshed were, indeed, of daily occurrence in the life of Jack the Giant-Killer. But those were perilous times, and when the tale is told with faithful attention to its ancient setting, it is as fit for youthful ears as the story of Hector's valiant death before Troy. . . . The children's librarian may do much to preserve the old tales in their original form. Careful reading of each new collection of fairy tales that appears, and comparison, in the case of the old tales, with the best versions that we have, criticisms of the illustrations, duplication of those books that give the best versions for circulation from the children's room, and a thorough study of the versions to be used for the story hour are means she may use to this end." A list of editions recommended for children's rooms is appended.

One syllable versions of the classics. A. L. Whitcomb. 1a. Lib. Q. 6: 140-1. Ja. '11.

Robinson Crusoe in many renderings. R. G. Gatch. 1a. Lib. Q. 6: 130-4. Ja. '11.

The writer, who has carefully examined the many versions of Robinson Crusoe, sets forth her appraisal of them. Preference is given to those editions which have been least edited and adapted and which hold most closely to the original text. Recommended editions are arranged in three classes: the best condensed and retold editions; the best inexpensive editions; and the best editions. "These last named editions are the original, or practically the original text, only the changing of a few obsolete words, the paragraphing, or chapter divisions—but no marring of the tale. But the best part of these 'best editions' is that they have absolutely nothing about them to make the child feel that the story has a purpose. It is not a study of social relations and institutions as one school edition insists. It is simply a good story. The more of these classics a child can love, not study, the more he will spread the news of their good qualities, and the more children will come to read them; so that the mediocre books will die a natural death without the fretting and anxiety of the children's librarian."

Classification.

Decimal classification and relativ index. 7th ed. *\$6; hf. turkey or flex. persian. *\$7; flex. turkey. *\$8; Index, separately, *\$3; hf. turkey or persian. *\$4. '11. Forest press, Lake Placid Club, Essex co., N. Y.

Clubs and libraries.

See also Reading circles and libraries.

Clubs for children.

Library clubs for boys and girls. M. H. Milliken. Lib. J. 36: 251-3. My. '11.

Membership in a small well-organized, self-governing club develops the child's sense of responsibility. Such a club frequently offers the first lessons in popular government. Further than this the club is an effective means of ex-

tending the educational work of the library. "The club's greatest usefulness lies in the opportunity it presents of broadening the interests of the child, of opening to him through books and discussion new fields of thought and pleasure. Compared with this, information acquired and number of books read are comparatively unimportant." Club work helps to bridge over the intermediate period when the boys and girls are outgrowing the children's department, and introduces them gradually and naturally into the adult department of the library.

College libraries.

See also Department libraries in colleges.

Book selection in the university library. E. H. Budington. Columbia Univ. Q. 13: 218-23. Mr. '11.

Notes on this article are given under the heading Book selection.

Some new fields of library activity. L. N. Wilson. Pub. Lib. 16: 183-8. My. '11.

University library, Cambridge. T. W. Huck. Lib. World. 13: 257-66. Mr. '11.

Commission bulletins. See Bulletins.**Commission plan of government and libraries.**

Effect of commission plan of government on public libraries. A. S. Tyler. Pub. Lib. 16: 281-4. Jl. '11; Same. Lib. J. 36: 328-33. Jl. '11.

With a view to securing definite information concerning the effect of the commission plan of government on the welfare of the public library, questions were sent to about fifty libraries in cities where the plan has been adopted. Replies received are so diverse in substance that generalizations have been impossible. In fact the plan has been in operation so short a time that any summing up of results is as yet impossible. The Massachusetts cities which have adopted a modified form of the commission plan report that the library situation has been but little affected. In Texas, where the first commission plan law was enacted, the libraries are under the control of boards elected by the commission and are reported to be quite free from political interference. In Dallas the library maintenance fund is now more than double the amount appropriated before the new plan went into effect. The librarians of Eau Claire, Wis., and Mankato, Minn. have faith in the new plan and, altho it has been on trial but a short time in both cities, believe that it promises well for the library. In Tacoma, Wash., the library is said to have been saved from disaster by the recall feature of the new system, the deposed mayor having made appointments for political reasons. In Iowa, where the libraries of seven cities are affected, there is an indefiniteness about the law in the matter of the number of trustees and their powers which is causing confusion in library administration. In the matter of the civil service feature of the plan, the consensus of opinion seems to be unfavorable, altho a few librarians express emphatic approval, believing there must be a choice between civil service and the spoils system. In some states the library is not under municipal control but is under the direction of the board of education. "This leads to the consideration of a vital point in connection with any discussion of the municipal control of libraries, and that is the recognition of the educational function of the library. The fact that the public library is unlike any other of the cities activities, such as parks, streets, police department, etc., has led in most states to the provision for a board of library trustees with separate functions, powers, responsibilities and funds, this being necessary because the require-

Commission plan of government and libraries—*Continued*

ments for the management of such an institution are as much out of the ordinary as that of the public schools with a separate board. . . . When we come to examine the commission plan of government we find that there seems to be no definite recognition of the educational functions of the municipality, and hence an uncertainty as to the exact place of the library in the general scheme; this seems to be the problem that now confronts the public libraries where this plan is likely to be adopted." From the information obtained it seems evident that most of the states recognize the special function of the library only in an indefinite way by providing for a board of trustees to be elected by the commission. "It is of vital interest to librarians, in view of the popularity of the commission plan and the likelihood of its more extended adoption, that we give consideration in a constructive way, to the securing of a more comprehensive recognition and classification of the public library as an educational factor in this new scheme of city government."

D

Department libraries in colleges.

Bibliographic apparatus in colleges. H. B. Prescott. *Columbia Univ. Q.* 13: 224-5. Mr. '11.

"To the student unaccustomed to a large library, with its necessarily large and complicated catalogue, the department library—small, compact, containing only the books for daily use, and with its correspondingly small catalogue—is of great service. It introduces him to methods of arrangement and classification, and does not bewilder him as does the large catalogue with its multiplied entries under authors and subjects. In these department catalogues should be included not only author and subject cards for all books in the department, but analyticals for all important serials which bear upon the work of that department, whether shelved there or in the general library. . . . These analyticals for the department libraries do not appear in the general catalogue nor do the cards for some of the department libraries, for example, the libraries of the schools of law, medicine, and pharmacy. The department catalogues are made even more useful by incorporating with them cards for all books dealing with their particular subject to be found in the general collection or in other department libraries."

Department libraries. F. C. Hicks. *Columbia Univ. Q.* 13: 183-95. Mr. '11.

The most difficult problem which presents itself to the college librarian is that of the department library. The simple statement that a book shall be placed where it will be most used has little meaning. "University instruction demands, apparently, that books, often the same books, shall be here, there, and everywhere. It demands not only that there shall be a comprehensive collection of books in the general library so arranged that insistent and equally balanced needs may be met, but that there shall be special collections of books, often of considerable size, housed in buildings remote from the general library. The selection and administration of these collections, so that there shall be no loss of time, money, labor and efficiency, are tasks requiring the librarian's best efforts." The term department library if used loosely may lead to confusion, so, for the purposes of this article, a department library shall be understood to include "all books periodicals, pamphlets, etc., wherever housed, which are of use, primarily, to the officers and students of a given university department of instruction. So conceived, the department read-

ing-room, the laboratory library, the officer's library, and the collections either in the book-stacks of the general library, or in stacks adjoining the department reading room, are parts that together make up the whole of a department library."

It is the department reading-room, a development from the seminar room, which presents one of the difficult phases of the problem. The disadvantages of such a reading-room may be grouped under three headings: 1, Limitation of use of books; 2, Increased cost; 3, Loss of general efficiency. The contrasting advantages may be grouped in similar manner: 1, Intensive use of books and groups of books; 2, Advantages to library administration; 3, Increase in department efficiency. The same facts may be used to support arguments for both sides of the case. "Books in department reading-rooms are available for reference use to a smaller number of people than if they were in the general library, because of remoteness, inconvenient location and inaccessibility to non-members of the department; because the rooms are open fewer hours in the day and fewer days in the year; because of misplacement and loss of books when service is lacking or inept, and because of interruption when the temptation to use the rooms for seminar purposes, or for lounging or conversation rooms, is not resisted. They are available for circulation to few people because of the difficulty of borrowing them through the general library. Department reading-rooms involve an increased cost for books because of duplications in the general library and in one reading-room, or in several rooms when department needs overlap and the departments are unable to combine; and because of losses of books when the custodianship is not continuous. They involve increased cost for building space, for equipment of rooms with furniture, book-cases, etc., and for heating and lighting. They necessitate increased cost of service for general supervision; for transfer of books; for cataloging, book-buying, book-keeping and book-binding in the general library; and for custodians and caretakers in the reading rooms. There is a loss of general efficiency because of the complication of the general catalogue, making it difficult to use; because of division or loss of responsibility for a large section of the library collections; because sets of periodicals and classes of books on one subject are broken up into groups, some in the general library and some in the department reading-rooms, because allied classes of books are separated, making it impossible to browse widely, to get suggestions from material unsought and casually observed, and to follow up conveniently the ramifying threads of investigation; because department interest tends to center in a single reading-room; and, finally, because the multiplication of department reading-rooms is another disintegrating influence in university life, making for narrowness of thought and education."

On the other hand "the reference use of books in department reading-rooms is intensive because the collections are selected, not too large, and less confusing to the student. All of the books are on open shelves, so that, within limits, the students may browse at will. There is no formality, and books may be found without consulting a complicated catalogue. Books may be arranged according to courses, and those temporarily deposited may be grouped according to the needs of instruction. The physical conditions for study are usually better than in the general library. The department rooms are quieter, less crowded and often better lighted and ventilated. The library problem of administration is lessened to some extent because the shelves in the stacks of the general library are relieved of many volumes. Moreover the changing needs of the departments require frequent temporary transfers of books, so that the collections become mobile, and the teaching faculty and library come into close personal touch. The necessity for mutual information is emphasized. Department reading-rooms increase departmental efficiency because the duplication of books is itself an ad-

Department libraries—Continued

vanage to instruction. The time and energy of both officers and students are conserved by the specialized grouping of books, and methods of education, otherwise impossible, may be attempted. Students establish personal relations with professors outside of the class-room; financial and educational aid may be given to students employed as custodians; departmental pride and interest are aroused; and lastly, the reading-rooms may be placed in charge of specialists. . . . The department reading-room, in some form or other, has come to stay; but there are certain facts which should be considered essential to its existence. There should be cordial cooperation between the library and the teaching faculty, and between the various departments. Single books and groups of books should meet the needs of different departments at different times, or at the same time, if possible. The advice of a library expert should be sought in the location of rooms, their equipment with books, furniture, etc. The regulations for the loan of books from the department reading-rooms should be uniform, and adhered to rigidly, in order that the reader may not be disappointed when directed to a reading-room. There must be eternal vigilance in order that the complicated machinery may move smoothly."

After attempting many solutions to the problems presented, Columbia University, in 1911, adopted resolutions in which a clear distinction is made between the department library and the department reading-room; a simplification is proposed of the administration of the collections in each building; cooperation is furthered by arranging for temporary transfers of books between collateral departments, and the establishment of closer relations between the main library and those departments whose reading-rooms have no custodian. In an ideal plan outlined, the division library would take the place of the department library. The success of such a plan would depend on physical conditions, and buildings would have to be erected with the plan in view. In the multiplying and developing of department libraries the place and importance of the general library must not be lost sight of. "There must always be one general reading-room, centrally located, and continuously open, which is comprehensive and not special in character. Its purpose is to meet the general needs of all departments as well as needs not directly connected with any department. To a greater extent than is commonly realized, the general reading-room feels the pulsebeat of student activity. . . . First of all it is the purpose to have in this room the most useful reference works, properly so-called, such as bibliographies, indexes, handbooks, almanacs, dictionaries and encyclopedias. Secondly there is a selected collection of general works, on all subjects, for reference use in the room. The selection of the books which are to remain on the shelves until they are supplanted by new editions or works which are the fruit of riper scholarship and further investigation is a matter requiring constant attention and experienced judgment. It cannot be accomplished successfully without the advice and assistance of the teaching faculty. For this reason, officers of instruction are continually invited to suggest changes in the selection of books on subjects in which they are particularly interested."

Discarding books.

Discarding useless material. N. Y. Libraries. 2: 221-2. Ap. '11.

"When a book once gets on the shelves, it seems to acquire in the eyes of most librarians a peculiar virtue and reverence, irrespective of any service it may render. On books, for which if they were not already in the collection, the librarian would not think now of spending actual money, he will go on expending year after year, care, time, shelf space and catalog space until these items far exceed the actual cost of the book, and yet he will feel

that he has carefully conserved the library's property!" Many libraries have made costly additions of new rooms or have erected new buildings to accommodate their growing collections, when the money thus spent might have been utilized in enriching their collection of live material had the shelves been freed from dead books. "Good live books are often lost or buried among dead ones. It has been shown by experiment again and again that a collection of best books, when grouped by themselves, receive twice as much use as when scattered among old and obsolete material. A library's shelves attract readers not in proportion to the number of volumes on them but in proportion to the amount of fresh and vital material which they contain. There are many libraries where the very first requirement for a revival of interest and increased service is a firm and vigorous policy of elimination. . . . It is certainly easier to know the value of a book which has been on the shelves for years than that of a book which has not yet been bought. Every time books are selected for purchase, other books are rejected, and rejection after purchase and after a test of years is certainly an easier matter than rejection before purchase where no tests of actual value have been possible. Once get rid of the fallacious idea that the main expense of a book is its original cost and realize that its principal expense to the library is for its care and maintenance, and the rejection of a useless book from the shelf will be found not only as easy but easier than the rejection of a doubtful title from a proposed buying list. . . . The thing to be insisted on is that the progressive, efficient library is not a mere accumulation of books but a selection, and this selection should represent not a mere succession of past acts but a continuous and active process."

E**Educational libraries.**

Bryson library of Teachers College, Columbia University. E. G. Baldwin. Columbia Univ. Q. 13: 205-11. Mr. '11.

Examinations.

American library examinations. Lib. World. 13: 86-90. S. '10.

Examples of the examination papers at the library school at Albany, N. Y.

F**Fiction.**

Evil that books do. E. L. Pearson. Pub. Lib. 16: 188-91. My. '11.

The evil influence of certain classes of books has, in the writer's opinion, been much exaggerated. The only boy he ever knew who attempted to run away to the west to fight Indians was influenced to the act, not by the proverbial dime novel, but by Colburn's Arithmetic and Somebody's Speller. Boys should be discouraged from reading dime novel literature, not because it is immoral, but because it is bad art. The same is true of a few sensational and much-advertised novels for adult readers. Libraries exclude them, as a matter of course, but in announcing their exclusion the library only assists in the advertising.

What makes a novel immoral? C. Bacon. N. Y. Libraries. 2: 4-12. O. '09; Same. Lib. World. 13: 129-40. N. '10.

Finance.

Basis of support for public library work.

F. F. Hopper. *Pub. Lib.* 16: 238-44. *Je.* '11.

Taxation in some form must provide the chief means of support for the public library. The degree of support which the library receives will depend on the extent to which people understand its importance to the community. Often the largest taxpayers are the ones who least recognize the value of the library. "We must prove to them the important factor which the library is in public education, the elevating and enriching influence which it should have on the character of the people, the economy which it is in the ownership and use of books, the increased value which it undoubtedly gives to property, the reduction which its existence probably causes in taxes necessary for the care of crime, the slight per capita cost, the value the business and trades of the city may derive from the efficiently administered public library." More care needs to be given to the preparation of budgets for presentation to city councils and state legislatures. The cost of running each department should be more accurately shown. It is to be hoped that a scheme of accounts whereby this would be possible can sometime be worked out. The factors determining the size of the budget will be the population of the city and the cost of library service per capita, and the amount of taxable property in the city and its value. Other factors, the character of the population, density of population, etc., will vary with each city. While there can be no absolute test of library efficiency some effort should be made to balance up cost of maintenance and work accomplished. Next in importance to a definite system of accounting, libraries need some standard system of counting circulation statistics.

I

Information bureaux. See Reference work.

L**Lectures.**

History, organization, and educational value of municipal library lectures. R. Haxby. *Lib. Assn. Rec.* 13: 123-32. *Ap.* '11.

Since the passing of the Public Libraries act of 1880, municipal library lectures have been looked upon as an important feature of library work in Great Britain. "The responsibility of the library authorities does not end with the provision of the means of culture; they are equally responsible for the careful utilization of the means provided. . . . A library is a vast treasure house of knowledge, and its doors are open to all. Its wealth of the richest gems of the human intellect is imperishable and incorruptible. But the would be sharer in this wealth is apt to be bewildered by its profusion. There must be guidance and good instruction in the selection of books suited to the requirements and capacity of the individual. There are no better means of giving this instruction than by organizing courses of lectures, for they serve the purpose of awakening an interest on a particular subject or branch of study, and create a desire to explore seriously and consistently some specific branch of learning." The first lectures took the form of "Talks on books" but gradually their scope was broadened until at present any subject of general interest is looked upon as fitting for a library lecture. Many libraries arrange courses

of lectures on subjects on which the library has a good collection of books. Lectures illustrated with lantern slides, have proved very successful and popular with children. The lectures should aim to be suggestive rather than exhaustive. "It is true that a student who thoughtfully follows a course or courses of lectures derives considerable indirect benefit in the way of disciplinary results, and may even acquire a respectable knowledge of the subject dealt with; but, if his work cease with the final lecture, it may safely be said that he throws away five-sixths of the potential good of the course. . . . Much might be written of the good moral influences of the library lectures. In binding people together and bringing out latent intellectual tastes and dormant capabilities hitherto unsuspected in many of our working men, they are unsurpassed in any other branch of library extension work. Experience has shown that there is a real appreciation of these lectures as an inroad to the choice of good literature, especially among those classes which have hitherto had few opportunities of cultivating the taste for it."

Library lectures. W: A. Peplow. *Lib. World.* 12: 344-5. *Mr.* '10.

Legislation.

Recent library legislation. *Pub. Lib.* 16: 208-10. *My.* '11:

Legislative reference work.

Danger in the movement for the establishment of legislative and municipal reference departments. *Special Lib.* 2: 33. *Ap.* '11.

Dr. Charles McCarthy of the Wisconsin legislative department has written a letter voicing a warning against the indiscriminate establishment of municipal and legislative reference departments. Of the letters received by him asking advice in the founding of such departments about one half are from earnest and able people. About one quarter come from people who are plainly desirous of a political job, while the remaining quarter come from earnest people who know nothing of the work. "I think that every librarian in this work should do his best to stop the formation of departments when it is found that there are no trained people who can take charge of them. The work cannot be done by people who have no training or experience in it. It will be a failure and we ought to be frank with the legislature if trained people are not secured for these places. . . . A great harm can be done to a good movement by rushing into it or by allowing politicians or people totally unfit to work in such departments to have charge of them."

Minnesota tax commission library. *Special Lib.* 2: 41-2. *My.* '11.

Notes on this article are given under the heading *Special libraries.*

Librarians and assistants.

See also *Salaries; Work sheets.*

Academic standing of college library assistants and their relation to the Carnegie foundation. *Pub. Lib.* 16: 294-5. *Jl.* '11.

Librarian as a human being. J. D. Stewart. *Lib. World.* 13: 266-8. *Mr.* '11.

A review of Edmund L. Pearson's "Library and the librarian."

Library and the assistant: staff organization. J: Barr. *Lib. World.* 13: 4-9. *Jl.* '10.

If the lot of the library assistant can be bettered and his work made more interesting to

Librarians and assistants—Continued.

him, the library will benefit by his more efficient service. "If the library would only adopt a policy whereby a guarantee could be had that the assistants in the library would be taught their profession in a thorough manner, I am positive that the now prevalent lament regarding the apathy and carelessness of assistants would be reduced to vanishing point, because from observation, I believe that the assistant is the product of his environment; he is what the conditions in the library make him." The policy of the library should be "to provide the staff with every opportunity for improvement in general, literary and technical knowledge. In order to meet the first part of the proposal, the time of the staff should be so arranged as to allow a reasonable portion for private study as well as recreation. And in order to fulfil the latter part—that relating to technical knowledge—the work of the library should be so organized as to ensure that every assistant shall, in a series of progressive steps, obtain an adequate and thorough knowledge of all the practical details of librarianship."

Non-recognition of trained librarianship.
Lib. World. 13: 202-3. Ja. '11.

Outside the walls. J. I. Wyer, jr. Lib. J. 36: 172-7. Ap. '11; Same. N. Y. Libraries. 2: 223-8. Ap. '11.

Librarians are too prone to stay within the walls of their library building, neglecting the world outside. Without decrying order and efficient service within the library, the author makes a plea for a fuller outside life. Contact with the world is a benefit to the librarian as an individual personality, and as a librarian.

Report on the hours, salaries, training and conditions of service of assistants in British municipal libraries. Lib. Asst. 8: 121-38. Je. '11.

Women as librarians. Boekzaal. 5: 139-40. Ap. '11.

Digest of an article in Amelang's Frauen-Jahrbuch for 1911. There is almost no calling so suited to women as that of librarian. The special exactness demanded in library work, the patience and sympathy required in intercourse with the public, the taste and dexterity needed in conquering the thousand and one trifles which make our profession so exasperating to the nerves, are qualities in which men are far inferior to women. There are indeed places which require all the force and decision of a man—such as the official reference desk, cataloging and general supervision; a large number of departments, however,—accessioning, binding, supervision of the reading room, book-keeping and correspondence, loan-desk work—may very safely be left to women. In America women fill with good success the positions which in Germany are exclusively occupied by men.

Libraries.

See also Agricultural libraries; College libraries; Educational libraries; School libraries; Ships' libraries; Special libraries; State libraries; Theological libraries.

Library as a form of extension work.
D: C. Barrow. Lib. J. 36: 285-8. Je. '11.

What the community owes the library.
J. I. Wyer, jr. Pub. Lib. 16: 244-5. Je. '11; Same. Minn. Pub. Lib. Com. Notes. 3: 91-2. Je. '11.

A summary of the president's address at the Pasadena meeting of the A. L. A.

England.

Library progress, 1898-1910. J. D. B. Lib. World. 13: 1-4. Jl. '10.

"Two very important matters which require special mention, have undergone great development. . . The first is the rapid spread of the open-shelf system to both reference and lending libraries. In 1898 only about sixteen towns had established the safe-guarded open-access system, and there was then a considerable amount of opposition to the system, based, as it has since been discovered on imperfect knowledge of its working. Now there are over 100 libraries in various parts of the country organized on the safe-guarded method, and a considerable number of large towns, including Liverpool and Manchester, are busy preparing experimental branches. There can be no doubt about the complete success and safety of open access in buildings properly planned and organized for the system. The second matter referred to above, is the gradual disappearance of the complete printed catalogue, and the substitution of complete manuscript catalogues and sectional printed catalogues or class lists. This is partly due to the increase in size of all libraries over five years old, and the consequent cost of printing a complete dictionary catalogue; a certain proportion of the decrease is also due to the spread of open access. There is hardly a library in the country in possession of a really complete printed catalogue, and it has been found more economical to print bulletins of accessions only, and keep the up-to-date record of the stock in manuscript catalogue form. The rise of exact classification has also tended to give the alphabetical dictionary catalogue a set back, and there is no doubt that as subject-bibliographies, lists of best books, and other guides to literature increase in number the vogue of the printed dictionary catalogue will be largely curtailed." Progress has been made, too, in the systematic training of library assistants.

University library, Cambridge. T: W: Huck. Lib. World. 13: 257-66. Mr. '11.

Portugal.

Spanish book in Portugal. Bib. Español. 11, pt. 2: 46-7. Je. 16, '11.

The Spanish book printed in Spain does not circulate in Portugal in a quantity commensurate with the facility with which every Portuguese learns Spanish—his own language, with the difference of certain forms—and with the fact that a numerous colony of Spaniards resides in ancient Spanish provinces of Lusitania and Algarve. There are traveling vendors of publications without literary merit, but in the libraries of Lisbon, Oporto, and Coimbra it is difficult to find a Spanish book. The library association of Spain has done what it could in its limited sphere to bring the countries together intellectually. In the larger libraries of either country should be found the more important books and periodicals of the other; by means of these there would slowly be formed a public sentiment which would influence favorably relations of every kind between Portugal and Spain.

Spain.

Spanish book in Portugal. Bib. Español. 11, pt. 2: 46-7. Je. 16, '11.

Notes on this article are given under the heading Libraries—Portugal.

United States.

See also Commission plan of government and libraries.

Dedication of the New York Public Library. Lib. J. 36: 293-6. Je. '11.

Libraries—United States—Continued

Efficiency of the new New York library. M. J. Moses. *il. Independent*. 70: 1099-105. My. 25, '11.

Library development in the past twenty years; symposium. *Pub. Lib.* 16: 203-7. My. '11.

Library resources of New York city and their increase. W. D. Johnston. *Columbia Univ. Q.* 13: 163-72. Mr. '11; Same. *Lib. J.* 36: 243-6. My. '11.

New York and its three libraries. R. Garnett. *North American*. 193: 850-60. Je. '11.

A history of the Astor, Lenox and Tilden libraries and a suggestion as to the scope of development for the library formed by the union of these three foundations.

New York public library. M. J. Moses. *il. Review of Reviews*. 43: 701-8. Je. '11.

A sketch of the history and equipment of the New York public library.

New York public library. *Spectator*. Outlook. 98: 384-6. Je. 24, '11.

The impressions of the Spectator on his first visit to the new New York public library building.

New York's public library. J. S. Billings. *il. Cent.* 81: 839-52. Ap. '11; Same. *Lib. J.* 36: 233-42. My. '11.

Passing of the Astor and Lenox libraries. C. A. Nelson. *Pub. Lib.* 16: 296-300. Jl. '11.

An historical sketch of the two great libraries now combined as the New York public library.

Libraries, Use of by the public.

See also Business men and the library; Workingmen and the library.

Reader and the library. L. H. Coburn. *Pub. Lib.* 15: 219-23. Je. '10; Excerpt. *N. Y. Libraries*. 2: 231. Ap. '11.

Libraries and schools.

Public library and the teachers of history. W. J. Harte. *Lib. Assn. Rec.* 13: 119-22. Ap. '11.

In selecting works of history the library should try to secure the active cooperation of those interested in the subject. Such publications as the "English historical review" and the Leaflets of the historical association should be consulted for reviews and lists of best books. Library committees should also seek the assistance of the teaching profession and should ascertain its needs. The study of European history should be encouraged as a means of counteracting the insularity of many English readers. It is desirable, too, that attention should be called to the latest and most reliable authorities. For the encouragement of modest readers, and especially of young readers, barriers should be done away with as far as possible and the open-access system installed.

Libraries as social centers.

See also Clubs for children.

Branch libraries as social centers. O. Leonard. *il. Survey*. 25: 1038-9. Mr. 18, '11; Same. *Lib. J.* 36: 299-300. Je. '11.

The policy of the St. Louis library is very broad in the matter of granting the use of the building to outside organizations. The results are very gratifying. "The people feel at home. They do not fear that any one wishes to lead them away from the faith, opinions, or ideals of their fathers. They are not beholden to any one for the shelter so generously proffered by the Public library. The taint of charity is not there. The library is public. Every man, and woman pays his or her share toward its maintenance. They come as they would to their own." Some of the organizations meeting in one of the branch libraries in a crowded part of the city are the Socialists, Industrial workers of the world, Boy scouts, Equal Suffrage league, Women's trade union league, Lithuanian club, and a Polish self-culture club.

Social work of the library. A. E. Bostwick. *Pub. Lib.* 16: 194-5. My. '11.

Notes on this article are given under the heading Library extension.

Libraries on ships. *See* Ships' libraries.

Library advertising.

Advertising a library. J. D. Stewart. *Lib. World*. 13: 69-71. S. '10.

An attractive building in a good location is the best advertisement a library can have. People attracted by its exterior will visit the library, and, once inside, the librarian and the staff have their opportunity to influence them to stay by effective administration and courteous treatment. "Literary" advertisements of the library may take the form of printed cards to be distributed in shops, public buildings, etc., notices and articles in the local press, annotated reading lists on subjects of general interest. A new suggestion for the utilization of the local press is as follows: With a brief statement of the libraries facilities, have the paper print the form of application for a reader's card. This form may then be filled out and presented at the library. The publications of the library, including the annual report, may be made sufficiently attractive and interesting to be of value as advertising matter. Library lectures have proved effective in attracting new people to the library and in directing their reading.

Library publicity. G. E. Scroggie. *Lib. J.* 36: 289-92. Je. '11.

"Systematic publicity should be employed to make known what the public library provides for everyone. Take a leaf out of the book of your most successful retail merchant. Advertise your business. Use plain, earnest, compelling copy, reminding the reader of his needs and suggesting just how the public library is equipped to supply them. . . . Good advertising is never boastful. There is nothing in the right kind of advertising out of harmony with modesty. There is nothing either objectionable or doubtful in the modern promotion publicity. If you are equipped to do a great educational work in your community, it is your duty to let all the people know it. They may find it out in time without the aid of publicity, but it will be a long time. Shorten up the period of misunderstanding, indifference and ignorance. Give your library a chance to rise as soon as possible to its maximum of usefulness."

Library publicity. A. H. Cuttle. *Pub. Lib.* 16: 285-6. Jl. '11.

Until very recently universities and colleges made no attempt toward publicity. Now they use every opportunity to make their special features known. Libraries, too, must abandon

Library advertising—Continued.

their old conservative course and must go out of their way to find new readers, rather than to wait, as they have in the past, for readers to come to them. The easiest way to reach the people is thru the newspapers which the people read. Articles on the value of private study as a help to higher wages, short reviews of books, monthly lists, will all bring good results. The open shelf and the open stack room give the casual reader an opportunity to broaden his knowledge of books and tempt him into new lines of reading. It is a mistake to feel that only the library in the large city can do work among wage earners. Every community has some industry on which the library should specialize. Workmen should be made to feel that the library is not for "literary" people only. If there are labor unions in the community the library will do well to get in touch with the leaders. It may be possible sometimes to secure space on the bulletin boards in factories where announcements of new and interesting books may be made. The library has no more valuable ally than an interested and sympathetic school teacher, and every effort should be made to gain and keep the cooperation of the teachers. The great mission of the public library is to make better citizens and to create in boys and girls a taste for only the best in literature. This can only be accomplished as the public comes to recognize the privileges which the library has to offer.

Window display. Pub. Lib. 16: 211. My. '11.

Library clubs for children. See Clubs for children.

Library economy.

Bibliography of library economy: a classified index to the professional periodical literature relating to library economy, printing, methods of publishing, copyright, bibliography, etc. H. G. T. Cannons. O. 448p. 7s. 6d. '10. S. Russell & Co., Colonial House, Tooley st., S. E., London.

Library extension.

See also Lectures.

Library development in the past twenty years; symposium. Pub. Lib. 16: 203-7. My. '11.

Responsibility of the state to the rural community. Mrs. W. P. Smith. Vermont Lib. Com. Bul. 7: 3-6. Je. '11.

A library commission was established in Vermont in 1894. In 1900 the traveling library movement was initiated. "This work has grown just as fast as the funds at the disposal of the board would allow. Towns having no libraries, communities distant from the town library, Sunday schools, town libraries able to buy but few books, women's clubs and study circles have benefited by the traveling library." It is found, however, that too many people have no appetite for books because the habit of reading was not formed in childhood, and it is realized that the most effective work to-day is that with children. The sending out of school traveling libraries is considered the most promising of the commission's activities. "They furnish very direct means for getting the best books into the hands of children, thereby forming their taste for good reading at an impressionable age, so that we consider them one of our most valuable educational forces. It is not designed to require the children to use them but to place the books before the pupils and allow them to use them, which is quite

a different matter. For children are apt to dislike what they are required to do. Some one had defined play to be work which we do not have to do. So reading from the school libraries should be play and therefore desirable." The recreational power of books should not be despised. If parks and playgrounds are established for the purpose of affording wholesome enjoyment, why should not the power of books to serve the same end be respected?

Social work of the library. A. E. Bostwick. Pub. Lib. 16: 192-5. My. '11.

Social work in the St. Louis public library is carried on along the following lines: "1, Efforts to make the work of the library better known in the community; to familiarize our citizens with its resources, methods, abilities, willingness and aims; 2, Efforts to improve the standard of reading; 3, Cooperation with other educational agencies, especially with the public schools; 4, Cooperation with the municipal authorities; 5, Efforts to make the library in some sense a social center for the community immediately around it, especially in the case of branch libraries; 6, Efforts to furnish special facilities to social workers of all kinds for performing their work more intelligently and efficiently. Publicity is gained for the library thru the publication of a monthly bulletin, the furnishing of library items to the city press, the display of placards and the distribution of cards, and by window displays. In trying to encourage better reading the library remembers that the word "better" may have three interpretations. One book may be better than another in that it is better literature; that it conveys more accurate information; that it has a better moral influence. The library co-operates with the schools by the sending out of class-room libraries and by encouraging teachers and pupils to come to the library for aid. A municipal reference department is now planned by the library and a branch is to be established in the city hall. The movement towards making the library a social center has been carried on mainly thru the branch libraries as they touch the neighborhood life more closely than does the central library. Many clubs and organizations use the branch library buildings as their place of meeting, and in some cases the library has taken the initiative in the organization of clubs. Books are selected to meet the needs of the neighborhood. The reasons for providing books in Russian, Polish, Slovak and other languages are social as well as philological. Further, the library makes every effort to cooperate with social workers and a special collection of books is set aside for their use.

Library methods.

Aids to readers. R. T. Jones. Lib. World. 13: 225-33. F. '11.

The education of the child is begun by the school and is carried further by the public library. Anything the library can do in the way of providing amusement and education for the child is a matter of importance. For his benefit the catalog of the juvenile department should be made as simple as possible with annotations within the range of his understanding. School authorities and librarian should join forces in directing the reading of the child. The children's reading room should be made attractive with picture books and magazines. A semi-open-access system is recommended. Whether the lending department of the library be "closed" or "open-access" the librarian should seek always to bring the public into close contact with books. An extra card on which any book other than fiction may be drawn is much appreciated by borrowers. Special reading lists on subjects of timely interest and analytical entries added to the general catalog increase the usefulness of the library. Open-access in spite of its disadvantages, viz., danger of theft and increased wear on books, seems to be coming rapidly into favor. The newspapers selected should cover a wide range. Special attention should be paid

Library methods—Continued.

to local interests. In Liverpool, for instance, journals of shipping and commerce are in great demand. A plan of exchanging expensive magazines has been adopted by some libraries. In the Liverpool library the reference books most used are placed upon counters around the room where visitors may have free access to them. In making up magazine lists it has been found that a grouping by subject is helpful. A person desiring information on the building trades will find all the periodicals devoted to that subject grouped together. Book exhibits and free lectures have both proved to be valuable aids in making known the resources of the library.

How to increase the reading of non-fiction. *N. Y. Libraries*. 2: 243-4. Ap. '11.

Library methods in modern business. *Lib. World*. 13: 33-4. Ag. '10.

Two tendencies of American library work. *A. E. Bostwick. Lib. J.* 36: 275-8. Je. '11.

A paper read before the New Zealand library association. The two marked tendencies which the writer points out are: the tendency to emphasize the educational character of library work, and the tendency toward systematization in accordance with business traditions. The library has always been recognized as an educational institution but the change in our ideas of what constitutes education has resulted in a broader conception of the function of the library. There is a demand, for instance, on the part of those engaged in industry for a wider knowledge of their own and related lines of work. "This is the explanation of the sudden importance assumed by the library in our industries, of the collections of books on their special subjects established and administered by manufacturing establishments, insurance companies, engineering societies, electric light or telephone companies." Similarly the care which is now given to the training of young children results, on the part of the library, in greater attention to the children's department.

The most recent development in the business world is the importance attached to efficiency. Not only outlay of money but outlay of time and energy, as well, are now reckoned into the cost of a business enterprise. The new method has been adopted into library administration. At the same time library methods have been adopted by business concerns and this interchange of ideas has resulted in the establishment of the library on a firmer business basis.

Library periodicals.

Bibliografía Española: official organ of the Spanish library association. 12 pesetas. Madrid.

Library reports.

Comparative data in library reports. *A. L. A. Bul.* 5: 41-2. My. '11.

Library statistics. See Statistics.**Library training.**

Library and the assistant: a staff organization. *J: Barr. Lib. World*. 13: 4-9. Jl. '10.

Notes on this article are given under the heading *Librarians and assistants*.

Professional training. *E. S. Fegan. Lib. Asst.* 8: 64-9. Ap. '11.

Lighting.

Scientific library lighting. *Pub. Lib.* 16: 301-2. Jl. '11.

Factors which determine the amount of illumination needed in any given case are, the purposes of the room, the reader's acuteness of vision and the quality of the reading matter. Because of the number of individuals which the library must serve, a distinct problem is presented in attempting to equip a room to meet the requirements of all. Some standard must be adopted and a system instituted which will approximate it. Experiments show that the eye is more sensitive to contrast than to actual illumination. It is constant change from brilliant light to dim that is fatiguing. Hence the problem of library lighting resolves itself practically into the question of how to secure a system of lighting which will insure approximately uniform distribution of light and which at the same time possesses sufficient flexibility to lend itself readily to the various uses of a library. As yet no entirely satisfactory system has been discovered. A good general lighting system answers very well the purposes of a circulating room, but for the lighting of tables, shelves and book stacks this must generally be reinforced by local lamps. Such a combination if arranged so as to be controllable in sections has been found economical as well as fairly satisfactory. In all cases the services of an illuminating engineer should be procured in installing a system. Eyes should be protected from the glare of a bright light by shades. High angle lighting which allows the reader to adjust his book and escape the glare from the book-paper is advisable. Windows that have their tops flush with the ceiling admit more daylight than lower windows. An element not sufficiently utilized is the reflective power of walls and ceilings. It is now possible to determine very accurately the reflective power of colors.

Loan department.

See also Borrower's cards.

Rules and regulations for lending libraries. *P. E. Farrow. Lib. World*. 13: 36-41. Ag. '10.

The aim of the librarian today is to popularize the library, and there is a consequent tendency toward the doing away with "red tape." Lax management resulting in poor service may be classed with over-rigid management as a cause of dissatisfaction among borrowers. "Simplicity is to be commended, because it is natural and appeals to those brought into contact with it; but ignorance and neglect, especially in what are supposed to be learned institutions, are to be condemned." One of the useless rules now in force is that requiring the signature of a guarantor to each application. If the borrower wished to be dishonest, the forging of a name is a simple matter, and as borrower and guarantor often live in the same house one will be quite apt to disappear if the other does. A system of fines seems to be a necessary evil, but it should be remembered that the object of the fine is not to obtain money but to promote promptness in return of books, and the fine should be as low as is consistent with this aim. In the matter of renewing books, the wisest policy seems to be to permit the renewal of any book not known to be wanted by another reader. The rule permitting the renewal of non-fiction only is absurd when it prohibits an extension of time on such works as the novels of Dickens and Thackeray. In the administration of a library, regulations are, of course, necessary. "Without rules there can be no true organization. Without organization chaos reigns; so rules we must have. There are three important points which should be borne in mind when compiling a code of rules for a public library. They are:—1.

Loan department—Continued

Let them be as few as possible; 2. Let them impose only restrictions which are essential to the proper working of the library; 3. Let them be couched in courteous terms."

M**Moving.**

Moving the New York public library. H. N. Lydenberg. Lib J. 36: 296-97. Je. '11.

Municipal reference work.

Danger in the movement for the establishment of legislative and municipal reference departments. Special Lib. 2: 33. Ap. '11.

Notes on this article are given under the heading *Legislative reference work*.

N

Net prices. See **Book prices.**

O

Open access. See **Access to Shelves.**

P

Pedagogical libraries. See **Educational libraries.**

Pictures.

Plan of the picture work. Pub. Lib. 16: 212-3. My. '11.

An outline of the scheme used by the public library of the District of Columbia in the handling of pictures.

Prices. See **Book prices.**

Printed catalogs. See **Catalogs, Printed.**

Printing.

Library association examination syllabus: practical bibliography. H: A. Sharp, comp. Lib. World. 13: 327-36. My. '11.

Public Documents.

Experiment station library. Experiment Station Record. 23: 501-4. N. '10.

Notes on this article are given under the heading *Agricultural libraries*.

Free literature on farming. J. C. Marquis. Wis. Lib. Bul. 7: 16-9. Ja. '11.

Public documents and the small library. N. Y. Libraries. 2: 222-3. Ap. '11.

The freshest and best literature on many subjects of popular interest appears in public documents. This wealth of material must be brought to the attention of readers for they seldom call for documents as such, and are not attracted by a document-filled shelf. "Documents accumulated without discrimination,

placed in a corner by themselves and left to take care of themselves, are usually not worth the shelf room they require. But if they be selected with the same care and discrimination as are given to books, carefully classified and arranged by subjects, and the material in them be made easily available by a good subject catalog, the documents can be made a means of greatly enriching the library and will be as much used in reference work, at least, as the books for which large sums of money must be spent."

Publicity for libraries. See **Library advertising.**

R**Reading.**

See also *Fiction*.

Reading circles and libraries.

Reading circles. J. Pomfret. Lib. World. 13: 289-94. Ap. '11.

Reference work.

Information bureaus in public libraries. R. E. Smither. Lib. World. 13: 99-106. O. '10.

A public library bureau is an office where readers may obtain assistance in their search for information. The bureau referred to here is not to be confused with the information desk which already exists in most libraries for the purpose of answering inquiries concerning the issuing of tickets, etc. The aim of the bureau is to promote the "research of scholars and students who use the library; to answer inquiries which require searching among the books on the shelf to answer; supplying a reader who is investigating some special topic with the various works bearing on the subject; assisting readers of various grades of intellect in obtaining what they want; helping readers who come simply to consult books of reference to find the one in which is the information they seek; the instruction of the younger and less experienced readers in the intelligent use of reference books; and in many instances when a book asked for is out, supplying another on the same subject." In many public libraries the reference department is an information bureau in itself, but owing to press of work the reference librarian is seldom able to give to readers the time he would wish. An information bureau would relieve the reference department. In a smaller library where reference work is lighter the establishment of such a bureau is not advised. In the lending department of the library a bureau will be found equally useful. Many borrowers who come to the lending department are very ignorant regarding books. It would be the place of the bureau assistants to guide and direct them in their selections. In a closed indicator library the need of an information bureau is very obvious. "A bare catalogue entry, unless well annotated, is in many cases no clue to the real nature of a book; but if a bureau is handy such information can always be supplied. Of course much more work will be made for a bureau in a closed lending library, as every book would have to be fetched for readers to see, and the need for lists of books on fugitive subjects will be greater."

Bureaus have been established with success in college libraries. "Professors, masters and other instructors use them for aid in preparing lectures and essays, and especially for comparing authorities. To supply them with all possible help it is necessary that the contents of books in the library should be well indexed; for every scrap of information available is often necessary on some subject. To be able to supply

Reference work—Continued.

such information quickly is another thing which is greatly to be desired; and this latter detail could be facilitated still more if assistants in a college library specialised in some subject, preferably a subject which is always being taught in college. The average college student has little or no idea of catalogues or how to use them, and trusts to his own efforts to find out what books he wants. But instruction should always be given and a series of half-hour talks explaining various library arrangements to students in a college would be useful." The work of preparing reading lists on subjects of timely interest or to supplement extension lectures would be one of the functions of the bureau. It should also collect the catalogs of other libraries. "Up to the present time there seems to be only one main reason against the establishment of a bureau, viz.: the ordinary staff in the various departments of a library would not trouble to aid readers themselves in any way, but send them to the bureau. No doubt this might be true of lazy or indifferent assistants; but, on the other hand, the amount of assistance which counter assistants will render will soon be regulated, for, of course, all information which cannot be easily found, or the searching for which throws the departmental routine out of order, will necessarily go to the bureau; that is what it is established for. . . . Public libraries to a certain extent rely too much on mechanical methods for aiding readers, and thus lose to themselves the most vital opportunities of usefulness. Bureaus are a more practical guide to the contents of the library than anything else in use, and allowing for the good influences of annotated catalogues, counter show-cases, book exhibitions, topical reading lists, and all other aids towards indicating the best books on any given subject, there is still room for personal assistance to readers: in fact, the personal contact of librarians with readers is essential."

Registration of borrowers.

Registration of borrowers: some improvements. E. W. Neesham. *Lib. World*. 12: 341-3. Mr. '10.

Reports. See Library reports.**S****Salaries.**

Report on the hours, salaries, training and conditions of service of assistants in British municipal libraries. *Lib. Asst.* 8: 128-38. Je. '11.

Wisconsin library association: report of the committee on salaries. *Wis. Lib. Bul.* 7: 44-5. Mr. '11.

School libraries.

History teacher's use of a library. C. M. Faber. *N. Y. Libraries*. 2: 228-30. Ap. '11; *Excerpt. Pub. Lib.* 16: 139-41. Ap. '11.

The aim of the history teacher is "to make the pupil interested in everything which has ever interested man." It is thru the library that the teacher must seek to realize this aim in the selection of books a new idea is beginning to prevail. "Experience is proving that many historical works of recognized standing fail to lend themselves to high school usage. Time is so limited and the pupils so immature that very few long library assignments can be given. The short assignment from a valuable

philosophic treatise is useless, for the pupil only finds himself buried under the mass of detail; or even worse than useless, leaving the pupil prejudiced against a work which he ought to enjoy later. Though far from being an advocate of the theory that all school work should be planned with a view to pleasing the child's fancy, I feel that the outside reading in history should serve that purpose if we hope to establish any permanent love of the subject." Another new tendency in selecting books is to provide a number of copies of a few of the best books rather than a few copies of many. The pupils in one history class became much interested in the collection of magazine articles bearing on their work. These articles were fastened in manila paper covers and classified for the school library. The idea that they were doing something that would be of use to future classes, meant much to the pupils. Instruction in the use of the library is given at the beginning of each course. Special instruction in the use of dictionaries, encyclopedias and general reference books is given. In order to direct the pupil intelligently the teacher must know the resources of the library.

Ships' libraries.

Libraries on the transatlantic liners. C. Winter. *il. Bookman*. 33: 368-75. Je. '11.

There is a "wide diversity in the nature and care of libraries" on board the different steamship lines. What passengers want to read can only be guessed at. The North German Lloyd and Hamburg-American lines make their libraries an important feature. On the English steamship lines the traveling library system is gradually displacing the individual ship's library. "An ideal ship's library should be a rather small one containing at least a few volumes of the sort that we all ought to read and seldom, if ever, do; it should have, moreover, some books of travel, and whatever fiction it contains should be frankly of the adventurous sort that will arouse us from somnolent day-dreams. But let there be no books of the sea in it. Travellers who are not good sailors read for the purpose of forgetting where they are; while those who love the ocean for its own sake have no use for second-hand impressions when they have before their eyes its vast and ever-changing expanse."

Social centers, Libraries as. See Libraries as social centers.**Sociology.**

Library and social movements. *bibliog. Wis. Lib. Bul.* 7: 5-16. Ja. '11.

The growing consciousness of the duty of the individual to society is an indication of the progress of our civilization. Matters of social welfare are today of first importance. Many librarians who wish to keep abreast of the times by providing adequate material on these subjects of general interest find themselves handicapped by meagreness of funds. There is, however, a wealth of material that can be procured at slight expense and it is to bring this material to the knowledge of librarians that the bibliography which accompanies this article has been prepared.

Special collections.

Avery library of architectural literature at Columbia. E. R. Smith. *Columbia Univ. Q.* 13: 195-205. Mr. '11.

Columbia university library collections: monumenta and rariora. V. G. Simkhovitch. *il. Columbia Univ. Q.* 13: 173-82. Mr. '11.

Special libraries.

See also Agricultural libraries; Educational libraries; Technical literature; Theological libraries.

Insurance library at Boston. D. N. Handy. *Special Lib.* 2: 34-6. Ap. '11.

The insurance library of Boston, founded and maintained by the Insurance library association, is the largest and most complete collection of fire insurance literature in existence. The library's collection may be roughly grouped as follows: 1, Theory and practice of fire insurance; 2, Related subjects; 3, Fire insurance maps; 4, Memorabilia. There are about 600 maps in the collection and the work of keeping them up-to-date requires constant effort and attention. All small maps are bound and filed by states alphabetically. A card catalog furnishes a key to the maps. Large maps are placed on rollers in specially prepared cases. The flat tops of the cases afford tables for consultation of the maps when unrolled. "The activities of the library are spent first in making accessible the material in hand; second in discovering and getting hold of current material and of material needed to complete sets already partly secured; and third in extending the library service among those who are, or ought to be, its users. Many books and pamphlets are duplicated, the duplicates being subject to loan by members. The loaning privileges are open to all members on signing an application blank which is approved by the trustees." Technical lectures and evening classes are carried on in connection with the library, and during the lecture season, special reference lists are issued regularly. Pamphlets received are bound at once in temporary binders, marked with serial numbers and filed vertically in drawers. From time to time pamphlets on the same subject are withdrawn and placed in permanent bindings. These bound pamphlets are filed numerically on a shelf, but as the collection increases it becomes a question whether they should not be distributed among the several classifications. To keep in touch with all publications, other than journals, bearing on the subject of insurance, two sets of memoranda are kept. The first set is filed alphabetically by classes, (all fire insurance warden's reports together, for instance), the second set (a duplicate of the first) is filed by date of issue. The first serves as an index to all publishers of periodical matter with which it is necessary to keep in touch; the second serves as a guide in ordering, and in keeping files complete. The amount of matter on related subjects which the library should keep on hand presents a complex problem. Where the collection of material should end and cooperation with other libraries begin is a question hard to decide. "Experience shows that the least promising information is sometimes the most valuable and that the less one has to direct members to other libraries the better satisfied they are with their own."

Minnesota tax commission library. *Special Lib.* 2: 41-2. My. '11.

The tax commission early recognized the need of a working library where information on any of the questions connected with taxation would be available at a moment's notice. Minnesota has no legislative reference department, but the tax commission, by adopting the legislative reference idea and securing a librarian trained in the Wisconsin department has become a bureau of information for the legislature. "The work of gathering material was the first to claim attention. Letters requesting reports, tax laws and blank forms were sent to the tax commissions, auditors and like officers connected with the assessment and collection of taxes in other states and countries. Soon a system of exchange was established and now these publications form one of the most valuable parts of the library for

they not only present the problems with which people are being confronted elsewhere but they give an insight into the methods which are being employed to solve these problems." The library also contains the Minnesota reports and a complete set of all statute and session laws. Sixteen periodicals and eight newspapers come to the library regularly and the services of two press clipping bureaus are employed. "For economy of space and for greater availability, periodicals are not kept on file, but the articles on taxation are removed and by being placed in manila covers, are made into pamphlets and filed on the shelves in boxes provided for that purpose. In like manner, articles of interest are clipped from the newspapers, pasted on manila cards, tied together by subject and in this form filed in the boxes. Before a single book or pamphlet is placed upon the shelves, it is minutely classified and indexed, references being made to all important chapters or paragraphs. That the conditions as regards taxation in other states and countries may be the more closely watched and compared, a separate index is made to articles on comparative legislation." During the session of the legislature a file of bills relative to taxation was kept in the library. A digest of the opinions which the commission has rendered upon the meaning and administration of the tax laws is also kept. The promptness with which members of the legislature have availed themselves of the privilege of using the library has been very gratifying to the commission.

State documents.

Free literature on farming. J. C. Marquis. *Wis. Lib. Bul.* 7: 16-9. Ja. '11.

State libraries.

Shall the state library be the head of all library activities of the state? J. L. Gillis. *Pub. Lib.* 16: 287-8. Jl. '11.

In the business world the tendency is toward unification of organization. Charity organization societies, cities that are adopting the commission form of government, are only applying business methods to their special cases. The same policies are applicable to the library world. "If all the library activities are under one control, the artificiality of extra organization with their framework of government is done away with. One head means economy of administration and unity of policy; and being unified, concentration and continuity of effort is inevitable for any policy undertaken by the institution." Financial support, too, will be more easily obtainable for one institution than for many. Assuming, then, that it would be sound business policy to unite the library activities under one head the only question remaining is, what shall that head be? The state library already stands as an expression on the part of the people of the state of their belief in the need of such a central institution. The function of the state library has been the collection of material of value to the state as a whole. It is built on a sound foundation and stands ready to branch out into other lines of work as need arises. It is firmly established and is assured of financial support. It, then, has in its favor "its priority of establishment, its collection of material, its possibility for expansion, and its fixed assurance of support. With these granted, the burden of proof against its leadership seems rather to be necessary. Why should it not be the head of all the library activities of the state?"

Statistics.

Library statistics; necessary and unnecessary, and the purpose of statistics. W. McGill. *Lib. Asst.* 8: 84-92. My. '11.

Library statistics can never be exact and

Statistics—Continued.

are often misleading. Many books taken out for home use are never read. Others may be read by several members of a family. In either case one reading is counted for each volume. In the compiling of statistics every library has its own system. "If statistics are to have any comparative value we must agree on rules and methods for their compilation and the circulation of books should be counted in accordance with these rules. . . . Therefore it is unfair to compare one place with another, owing to the different methods in which statistics are compiled." Library reports as now issued mean little to the average ratepayer or member of a library committee. "He, no doubt, wonders if all these elaborate figures, showing issues by months, days, years, classes, etc., are not a costly and unnecessary fad. Besides, many of them are quite puzzling to a member of a committee—they have a repellent look, and to judge from the lines rising and falling showing the increase and decrease of issues, he may wonder if one of the pages from the Report of the Medical officer of health showing how he has combated and kept down the increase of enteric fever, has not crept in by mistake." The impression given in the matter of fiction may be false. A library is commended as its per cent. of non-fiction over fiction increases. Yet another library with a high percentage of fiction may be issuing novels and stories of a much higher grade. "Why not try to classify our novels into standard, medium and trash? It has been suggested before, and it would be interesting to see our novels classed like this in a report. . . . A library in a mill town issuing 80 per cent. of good fiction circulating in the homes of tired working women may be doing as good work as one issuing 40 per cent. in a more cultured community." Statistics should tell their own story if they are to be of any value. "Look at some of the American reports received during the past few weeks. The borrowers in one town number about 5,000; total issues central and branches, 235,000; and yet a volume of statistics of 130 pages is issued, but you will not find any statistics showing the issues for the year classified by subjects—surely one of the very first and most important things that a library ought to tell, especially as this library is properly classified. Again, they tell the increase in the use of borrowers' cards for the year, and the number precisely that had been given out to replace lost or soiled cards, but never a word about how many borrowers are in active living touch with the library, and that again is one of the few essential things that one wants to know. Many other American libraries fall in the same way in respect of offering a mass of inconsequent statistics and failure to give the essential things in the right way."

Story telling.

Story-telling. O. E. C. Lib. World. 13: 168-70. D. '10.

The idea of the story hour has not met with entire approval in England where such an activity is believed to be outside the province of the public library. "It is certain that if the child is given a free choice he will select for himself books which deal with legends, and the deeds which were done in the brave days of old. The librarian could stock his library with fairy tales, stories from mythology, stories of ancient heroes, daring alike in love and war, and even then he would not have sufficient to satisfy the craving of the normal child—at any rate, of the normal English child. Tales of the methods used by American librarians to awaken the interest of the child in the book, come to us across the waters and cause some astonishment, for the problem of the English librarian is not how to awaken an interest in the book—even in the right book—but how to satisfy the interest which exists."

T**Tax for libraries.**

Basis of support for public library work.
F. F. Hopper. Pub. Lib. 16: 238-44. Je. '11.

The author proposes a dual system of taxation for library purposes, viz., a state tax to be used in supporting a central library system, consisting of a commission and state library which shall aid all libraries in the state; and a county tax to meet estimated expenses of individual libraries in each county.

Technical literature.

See also Workingmen and the library.

Relation of the public library to technical education. S: H. Ranck. Lib. J. 36: 279-85. Je. '11.

The librarian of the Grand Rapids public library shows what can be done toward meeting the special needs of a community. Grand Rapids is practically a city of one industry—the manufacture of furniture. In the days of cheap lumber the industry was concerned only with turning out of a cheap product, but as the local lumber supply decreased, it was realized by the manufacturers that the future of their business would depend upon the quality of their output, and increasing attention to the skill of the workmen became necessary. It was to meet this need for increased skill that the library began to build up its collection of books on furniture and industrial arts. The first great purchase for the collection was that of the entire exhibition of the French book trade at the St. Louis exposition on furniture and allied arts. These books consist of fundamental works for the designer and woodcarver and are used mainly by the designers and specialists from the factories and by ambitious young men who hope to fit themselves for higher positions. The library made its beginning with works of this character but has been building up at the same time a collection for the practical worker. Some difficulty is experienced in finding technical books adapted to the needs and capacities of average workmen. Too many of them, written by college professors, are adapted only for use in higher technical schools. The makers of books for correspondence schools understand the problem better. In interesting men in technical literature, periodicals are found to be of most value. Free lectures might be a valuable means of making known the possibilities of the library, but a difficulty similar to that of the finding of suitable books is experienced. It is almost impossible to find lecturers of the type, of which Huxley was the supreme example, who possess the requisite technical knowledge and at the same time the ability to meet an audience of working men on the right level. The library makes an effort to come into immediate touch with the boys and girls who leave school to go to work. A list with addresses is sent by the principal of the school, and the library gets into communication with them. While the library has made a beginning, the writer of this paper feels that it is only a very small beginning in comparison with the vastness of the field which he sees before him. For to him the mere increasing of industrial efficiency is not the task which his library has set for itself, for "back of our industries, and more important than our industries, are men, and it is not great factories, commerce, money and all that, that brings happiness to the individual or greatness to the state."

Technical literature—Continued.

Significance of public libraries for the technical education of our people. Boekzaal. 5: 111-26, 167-78. Ap.-My. '11.

Report of the session of Library association of the Netherlands, preceded by letters from librarians. "Five minutes in the library," exclaimed a delighted young fellow, "are twenty-five guilders in my pocket-book."

Theological libraries.

Library of Union Theological Seminary. W: W. Rockwell. il. Columbia Univ. Q. 13: 211-13. Mr. '11.

Traveling libraries.

Responsibility of the state to the rural community. Mrs. W. P. Smith. Vermont Lib. Com. Bul. 7: 3-6. Je. '11.

Notes on this article are given under the heading Library extension.

Trustees.

See also Commission plan of government and libraries.

W**Work sheets.**

Form of work-sheet. W: McGill. Lib. World. 13: 204-8. Ja. '11.

Workingmen and the library.

Library as an aid to technical education. G: A. Howell. Public Lib. 16: 303-4. Jl. '11.

Library as an investment. H. C. Wellman. Pub. Lib. 16: 277-80. Jl. '11.

Because the primary purpose of the library is not commercial we are apt to overlook the actual cash dividends which it yields. "The library of to-day studies the industrial life of the community and endeavors to supply the books that will aid every trade and every calling that exists in the city. It is eager to meet every demand, but it goes further; it endeavors to create the demand." The difficulty, then, is not to get books, but to inform readers of their existence. Mechanics, inventors, designers, foreigners wishing to learn English, farmers and gardeners, and other workers, find the library of value to them in their work and their work accordingly becomes more valuable to the community. Yet the greatest service of the library to the community does not lie in individual cases helped but in the enlightenment of the whole people that they may act together intelligently in matters of social welfare. In the spreading of intelligence and the cultivation of taste, lie the greatest value of the library—a value not to be estimated in dollars and cents.

VOL. V

NO. 3

Library Work

OCTOBER 1911

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Analyzing Books for a Small Library

Eleanor E. Hawkins in New York Libraries

Conservation and efficiency are the watch-
words these days: how to save what we have,
how to make the most of what we have. So
it is most appropriate that one topic of today
should be this important aid to library effi-
ciency.

Let us consider the problem. Here are hun-
dreds—thousands of books, a busy librarian
and a hurried seeker for some definite infor-
mation. It is quite probable that some few pages
in one of those thousands of books will give
just the information needed. Now, will the
busy librarian hunt? Will the hurried seeker
wait? Will the accumulating other people wait
too? Will the librarian find if she does hunt?
Or, was the busy librarian also the wise li-
brarian, who foresaw this occasion and pro-
vided for it, in her good little catalog that
never forgets.

Perhaps you know your books so well and
have such an ideal memory that you do not
have to hunt. In that case you can easily
afford to lend a helping hand to your assist-
ants and successors. So it does seem a matter
of ordinary economy to go over one's books
as they come in and note down their resources
and then never have to worry any more.

There are a few general points for us to
consider in this noting down. We must con-
sider the library's strength or weakness. If
we have many lives of Longfellow, we can
afford to skip a slight, chatty chapter of even
thirty pages, but perhaps twenty in the same
volume on Charles Brockden Brown will prove
useful. If you run across six pages on chair-
caning in a book called "How to make baskets,"
a chapter on translating in the "Craftsman-
ship of writing," you had better make cards
for them. You may be pretty certain that is
about all you will have on those subjects.

One had better be liberal for chapters which
are authoritative, even in books whose general
subject might be considered to have covered
them, such as the chapters on habit and mem-
ory in James's "Psychology," the history of
the Louisiana purchase in Roosevelt's "Win-
ning of the west."

It is well to go over the big standard works
carefully. There is probably all you need to
know about Roman law in Gibbon's "Decline

and fall of the Roman empire." There is an
account of Gothic architecture in Michelet's
"France," another in Hugo's "Notre Dame," a
history of the formation of the Bank of Eng-
land that you might hunt a long time for, in
Macaulay's "History of England."

Then there is the less valuable material
which nevertheless may be wanted some day
and which has hidden itself in a quite unex-
pected place. There is a chapter on common
sense in Carpenter's "Mental physiology," a
nice little annotated bibliography of the sources
of Icelandic history in the appendix of the 6th
volume of Mann's "History of the popes in the
early middle ages." It is well to look out for
appendixes and bibliographies. Bibliographies
are valuable out of all proportion to the pages
they cover. Appendixes frequently contain
laws, treaties etc. difficult to find elsewhere.
The encyclical of Leo XIII on labor, in the
"Condition of labor" by Henry George, is a
case in point. Biographical sketches turn up
anywhere and everywhere. There is the life of
Gregory, the Great in Milman's "Latin Chris-
tianity." Essays, collected works, etc. obvi-
ously call for analyzing if one is ever to know
what is in them in a hurry. Books like the
Beard "Handy books" answer divers and sun-
dry questions. Full analyzing for children is
always profitable, for short, clear sketches are
all they need and cover few printed pages.

The value of analyzing books is well set
forth in the above article, but would it not
be of far greater service to the public, and
to the assistants who have not yet mastered
the intricacies of a card catalog, if these
analytical references were to be found on a
printed page? We read and hear much these
days about scientific management and conser-
vation of resources. If time is a factor to be
conserved, if assistance to patrons by every
possible device is an end to be achieved,
then there can be no question but that these
ends are advanced by the printed catalog.
With this purpose in view the publishers of
the *Readers' Guide to Periodical Literature*,
included in the same alphabet with the period-
icals, some 430 composite books in the cumu-
lated volume, 1905-1909, and since the publi-
cation of that volume have continued the same
policy in the current issues of the *Readers' Guide*.

A meeting of the Ohio-Michigan library as-
sociations was held at Cedar Point, Ohio, Sept.
2-8. The proceedings of the meeting were
reported in a daily sheet edited by T. W.
Koch, librarian of the University of Michi-
gan. "The pleasures of reading," an address
given by R. M. Wenley of the University of
Michigan was printed in full in the daily and
later the same address was reprinted in *Pub-
lic Libraries* for October. Notes on this ad-
dress are given in the Bibliography and digest
in this number of *Library Work*. We com-
mend to other associations the enterprise
shown at this meeting.

Periodicals Included

- A. L. A. Bul.—American Library Association Bulletin, 1 Washington St., Chicago.
- *Bibliografía Española. 12 pesetas. Spanish Library Association, Madrid, Spain.
- *Boekzaal.—Boekzaal. f. 3. 25. Ploegsma and Co., Zwolle, Netherlands.
- *Bogsamlingsbladet. 1 kr. Copenhagen, Denmark.
- Conn. Pub. Lib. Doc.—Connecticut Public Library Document, Public Library Committee, Hartford, Conn.
- *Folkbiblio.—Folkbiblioteksbladet. kr. 1. Folkbildningsförbundet. 6 Lästmakaregatan, Stockholm. (Quarterly.)
- *For Folke-og Barneboksamlinger.—For Folke-og Barneboksamlinger. (Quarterly.) kr. 1. Christiania.
- Ia. Lib. Q.—Iowa Library Quarterly, Iowa State Library Commission, Des Moines, Ia.
- Library, n.s.—Library. 10s. 6d. net, Alexander Moring, 32 George St., Hanover Square, London, W.
- Lib. Asst.—Library Assistant. 4s. H. Rutherford Purnell, Central Library, Town Hall, London.
- Lib. Assn. Rec.—Library Association Record. Single numbers, *2s. Whitcomb House, Whitcomb St., Pall Mall East, London, S. W.
- Lib. J.—Library Journal. \$4. 298 Broadway, N. Y.
- Lib. Occurrent.—Library Occurrent, Public Library Commission of Indiana, Indianapolis, Ind.
- Lib. Work.—Library Work. 50c. The H. W. Wilson Company, Minneapolis, Minn.
- Lib. World.—Library World. 6s. 6d. Libraco Ltd., 60 Wilson St., Finsbury Sq., London, E. C.
- Minn. Pub. Lib. Com. Notes.—Minnesota Public Library Commission Notes, New Capitol, St. Paul, Minn.
- N. Y. Libraries.—New York Libraries. 25c. University of the State of New York, Albany, N. Y.
- News Notes of Cal. Lib.—News Notes of California Libraries, California State Library, Sacramento, Cal.
- N. C. Lib. Bul.—North Carolina Library Bulletin, Raleigh, N. C.
- Ohio State Lib. Bul.—Ohio State Library Monthly Bulletin, Columbus, Ohio.
- Penn. Lib. Notes.—Pennsylvania Library Notes, Pennsylvania Free Library Commission, Harrisburg, Pa.
- Pub. Lib.—Public Libraries. \$2. Library Bureau, 156 Wabash Ave., Chicago.
- Special Lib.—Special Libraries. \$2. Special Libraries Assn., State Library, Indianapolis, Ind.
- Vermont Lib. Com. Bul.—Vermont Library Commission Bulletin, Montpelier, Vt.
- Wis. Lib. Bul.—Wisconsin Library Bulletin. 25c. Wisconsin Free Library Commission, Madison, Wis.

* We are indebted to Mr. F. G. Axtell, Librarian of Macalester college, St. Paul. for translations and digests of articles from the foreign library press.

Besides indexing the above named library periodicals, note has been made of articles of interest in other library publications and in the general periodicals.

Bibliography and Digest of Current Library Literature

July to October, 1911

Administration.

Administration of a public library, especially its public or municipal relations. A. E. Bostwick. *Lib. J.* 36: 342-5. *Jl.* '11.

To gather the statistics presented in this article the author sent out blanks to all libraries (210) listed in table 22 of *Bul.* 5, 1909, of the United States Bureau of education. 192 replies were received.

Limitations of the branch librarian's initiative. C. H. Brown. *A. L. A. Bul.* 5: 105-9. *Jl.* '11; *Same. Lib. J.* 36: 333-6. *Jl.* '11.

Notes on this article are given under the heading Branch libraries.

Report of the committee on library administration, 1911. *A. L. A. Bul.* 5: 91-7. *Jl.* '11.

Advertising the library. See Library advertising.

Advertising thru the library.

Exploitation of the public library. A. E. Bostwick. *A. L. A. Bul.* 5: 60-5. *Jl.* '11.

That it is possible for the wily advertiser to make use of the public library to further his own ends, is well brought out by the instances cited in this paper. The use of the library for advertising purposes is not necessarily reprehensible, but there are cases where it is difficult to draw the line. "Few would defend the use of the library's walls or windows for the display of commercial advertising; although the money received therefor might be sorely needed. On the other hand, the issuing of a bulletin paid for wholly or in part by advertisements inserted therein is approved by all, tho most librarians doubtless prefer to omit these if the expense can be met by other means. Under this head come also the reception and placing on the shelves of advertising circulars or catalogs containing valuable material of any kind. Here the library gets considerably more than its quid pro quo, and no librarian has any doubt of the propriety of such a proceeding." Again libraries willingly advertise courses of free lectures, but when the lectures are not free, a doubt arises. The writer, personally, objects to the advertising of anything that requires payment. But these are not looked upon as cases of real exploitation. The library is only exploited when one attempts to use it for his own personal gain. An enterprising firm offered a valuable collection of historical works on condition that they be placed in a special case and labeled "The gift of blank brothers." When told that the books, if received, could bear a special gift label but would have to be distributed on the shelves, the firm withdrew its offer, clearly indicating the original purpose. Lecturers have offered their services free to the library and at the end of the free lecture have

taken the opportunity to advertise a series of pay lectures to follow in some other place. A photographer gave a valuable set of photographs and then advertised the fact himself. Other instances of the kind are cited, and there is a warning against allowing outsiders without authority access to the library's list of borrowers.

American library association.

Committee on co-operation with the National education association; report, 1911. M. E. Ahern. *A. L. A. Bul.* 5: 75-6. *Jl.* '11.

Constitution of the American library association, adopted 1909. *A. L. A. Bul.* 5: 291-6. *S.* '11.

American library association publishing board.

Report of the A. L. A. publishing board, 1911. *A. L. A. Bul.* 5: 83-9. *Jl.* '11.

Analyticals in cataloging.

Analyzing books for a small library. E. E. Hawkins. *N. Y. Libraries.* 2: 261-2. *Jl.* '11.

This article is reprinted in full in this issue of *Library Work*.

Architecture. See Buildings.

B

Best books.

Best book cards, American association for international conciliation. *Lib. J.* 36: 420. *Ag.* '11; *Same. Pub. Lib.* 16: 334-5. *O.* '11.

The American association for international conciliation issues at intervals best book cards which it furnishes free to any public library that will insert them in their card catalog. About 400 libraries have asked for the cards and an edition of 1000 is printed monthly. "The body of the card is filled with from three to five titles of books which in the opinion of the bibliographer are the best books on the subject. The titles are annotated."

Bibliography.

Notes on section II of the Library association examination syllabus. *Lib. World.* 13: 377-80. *Je.* '11.

Popular reference books—how to use them. E. Moir. *Ontario Lib. Assn. Proceedings.* 1911: 69-81.

Binding and repairing.

A. L. A. committee on bookbinding; report, 1911. A. L. A. Bul. 5: 76-7. Jl. '11.

Manual of library bookbinding, by H: T. Coutts, and G: A. Stephen. Review. Lib. World. 13: 363-4. Je. '11.

Materials and methods in bookbinding. C. Chivers. il. A. L. A. Bul. 5: 164-79. Jl. '11.

Notes on bookbinding and printing. Librarian. 2: 72-4. S. '11.

Report of the leather commission appointed by the German association of librarians.

Some inconsistencies in the bookbinding art. J: J. Pleger. Lib. J. 36: 421-2. Ag. '11.

Book numbers. See Cutter author numbers.**Book reviewing.**

Eternal or of the librarian. F. F. Browne. A. L. A. Bul. 5: 112-9. Jl. '11; Same cond. Pub. Lib. 16: 233-7. Je. '11.

Book selection

See also Best books.

Eternal or of the librarian. F. F. Browne. A. L. A. Bul. 5: 112-9. Jl. '11; Same cond. Pub. Lib. 16: 233-7. Je. '11.

Expensive books and the small library N. Y. Libraries. 2: 251-2. Jl. '11.

It is generally assumed that expensive books, however important, are out of the reach of the small library. "Libraries, like homes, can suffer from too much as well as from too little economy, and just because the danger of the latter extreme is so obvious, it is perhaps the less serious and the less common. The usefulness of a collection of books cannot be measured by their number. It depends to an even greater degree on their fitness and attractiveness. One good book in a fine attractive edition may easily do more good than a dozen equally good books in unattractive or repellent form. Too often the standard novels and literary classics in our libraries are condemned to uselessness by the undue economy that was exercised in their purchase. In how many libraries do we find an utter lack of distinction and charm, a dreary and repellent appearance of cheapness and commonness, tending to create a prejudice against rather than a love for books! Libraries are often poor and without proper support and respect in their community, just because they treat themselves so poorly. The library that will respect itself, that will regard itself as always worthy of the very best and treat itself to the best, has adopted the surest method of achieving material prosperity." Another point that might be urged is that cheap books of the class which the small library is supposed to purchase are within the range of individuals, but the expensive work which cannot be owned by the individual reader should be owned collectively by the community if it is of sufficient importance and general interest.

Notes on section II of the Library association examination syllabus. Lib. World. 13: 380-4. Je. '11.

Bookbinding. See binding and repairing.**Books, Care of.**

Handling of books. J. Grönborg. Bog-samlingsbladet. 6: 83-4. Ag. '11.

Branch libraries.

Branch library and its relation to the district. C. E. Howard. A. L. A. Bul. 5: 109-12. Jl. '11.

Few records are kept in the branch libraries of Pittsburgh. "The branches depend upon the central for figures of additions and number of volumes in their collections, and the central expects from the branches only those figures for which the branch is responsible. The monthly and annual statistical reports of each branch are now compiled in the central office where they have an adding machine. As much routine as possible has been done away with and as our books come to us already accessioned, shelved and cataloged it remains for us only to check our orders, file our cards and get our books into circulation." This does away with unnecessary duplication and at the same time gives the branch librarian freedom for more important work. Branch districts differ from one another and each presents its own problems. "It is the policy of the library to give the branch librarian full power to develop the district as she may see fit, so long as she keeps within her appropriation and the general policy of the library system. She has no limits except the physical ones, the size of her building and staff. She is made to feel that the library board and the librarian particularly are in sympathy with what she is trying to do, and that she has their hearty cooperation. She becomes a part of the community in which she works, and is vitally interested in all its activities. In this respect a branch library closely resembles a library in a small community." One branch is located in a neighborhood where thirteen nationalities are represented. Work with foreigners, then, is the special field open to this branch. An effort is made to keep up collections in the different languages. Books which give information regarding laws, taxation, and naturalization are in demand, as are primers, simple readers and other helps in learning English. Efforts are made to cooperate with the schools. Teachers are asked to send notices of special assignments in advance. The librarian visits the rooms and talks to the children. Further opportunities for cooperation are offered by the night school. The branch library and the settlement house work together. Not only does the library furnish books and reading matter for clubs but may aid in the actual work of the settlement, reporting children who need medical attention, etc. In some cases the librarian has been asked to take a special interest in charges of the juvenile court. The same branch tries to reach the colored people in its district, who are shut out from so many activities. A study club for colored women is under the direction of the library. Other branches in the city meet different conditions and carry on different lines of work.

Limitations of the branch librarian's initiative. C. H. Brown. A. L. A. Bul. 5: 105-9. Jl. '11; Same. Lib. J. 36: 333-6. Jl. '11.

The librarian of a city branch often supervises a circulation equal to that of an independent library in a good sized city. The scope of her work is, however, much more limited than that of the independent librarian. Economy demands cooperative administration, but the routine work can be taken from the branch librarian without depriving her of opportunities for initiative. Certain essentials of the work may still be left largely to her discretion. "These essentials are: first, recommendations as to the selection of books and supplies; second, the addition in cataloging of certain subject headings such as may be, in her opinion, needed in her special branch. In the

Branch libraries—Continued.

selection of books the branch librarian may not have the book knowledge possessed by the head of the independent library. The former receives a smaller salary and enjoys a much narrower experience. But, knowing her own community with its various factories and industries, she should exercise the initiative as to what books should go into her special branch. Her recommendations may well be examined at the central office as the recommendations of the independent librarian are examined by his book committee." Apprentices from the central library should be given experience in the various branches and the branch librarian should be allowed to report on the work of the apprentice and offer recommendations as to her appointment. Every branch should have its own reference department through which most of the questions asked may be answered. Rules and regulations must originate in the central library in order that there may be uniformity, but the branch librarian should be encouraged to propose any amendments which would benefit her own library.

Buildings.

Architecture of the small library. E: L. Tilton. *Pub. Lib.* 16: 341-3. O. '11.

\$5000 branch library building in Tacoma. F. E. Hopper. *Lib. J.* 36: 457-8. S. '11.

Library architecture. *Librarian.* 2: 28-9. Ag. '11.

National library of Wales. *il. Librarian.* 2: 69-71. S. '11.

National library of Wales. *il. Lib. World.* 14: 79-82. S. '11.

New Durban municipal library. *il. Lib. World.* 14: 46-7. Ag. '11.

Planning for efficiency in library buildings. W. K. Stetson. *Lib. J.* 36: 467-8. S. '11.

C**Cataloging.**

See also Indexing.

Analyzing books for a small library. E. E. Hawkins. *N. Y. Libraries.* 2: 261-2. Jl. '11.

This article is reprinted in full in this issue of *Library Work*.

Cataloging for small college libraries. F. R. Foote. *A. L. A. Bul.* 5: 220-4. Jl. '11.

Where there is little assistance in the library, cataloging must be done as quickly as possible because the efficiency of student attendants largely depends upon the catalog. A dictionary catalog is best suited to all needs, and the general trend toward uniformity in cataloging practice will help the cataloger in making such a catalog. "The longer one works with any of the codes of rules in general use today the more one realizes that they are founded on sound common sense as well as scholarly research." The use of the Library of Congress cards is advisable, tho it is not always well to use as many sub-divisions in subject headings as are suggested on these cards. Such practice is necessary in large libraries but can easily be overdone in small ones. The use of red ink for subject headings is very desirable

as it is often confusing in consulting a card catalog to distinguish between author and subject entries. In analytical entries much attention should be paid to the entering of bibliographies and maps. "Historical maps are always in demand."

Cataloging in a small city library. A. M. Chapin. *A. L. A. Bul.* 5: 218-20. Jl. '11.

"The first rule is to make the catalog simple. The second is to make the entries and imprints brief. They should be as brief and as simple as can be done without taking away from the clearness of the catalog." Names should be entered uniformly but it is not necessary to look up full names or dates. "The best rule is to enter always the name by which the author is most commonly known." The imprint may be shortened by leaving out size, pages, illustrations and plates in most cases. "In fiction use only the author's name, the title and date." The classification number and possibly the Cutter numbers may be omitted. In non-fiction it is rarely essential to carry the classification beyond two decimal points. Subject analyticals are very essential in a small library. "The shelf-list card may be shortened to a mere entry of author and brief title."

Censorship.

Is library censorship desirable? W. H. Wright. *A. L. A. Bul.* 5: 59-60. Jl. '11.

"The danger of individual censorship, or of clique censorship, as opposed to legal censorship, lies in the fact that the one is governed by personal prejudice, belief and superstition; while the other is regulated by what has been found to be the best for the people as a whole. . . . A censor may exercise or abolish according to his individual opinion, irrespective of the fact that, from a legal point of view—which is the real moral point of view—the book is perfectly proper. It seems to me that it would not be at variance with the American ideals of government . . . should librarians permit on their shelves any book whatsoever that the law countenances; provided, of course, there is a sufficient demand to warrant its purchase."

Charging systems.

Charging system in use at Exeter public library. England. H. Tapley-Soper. *Pub. Lib.* 16: 328-30. O. '11.

The charging system here described has been in use over seven years and has proved to be eminently satisfactory. It is thought that an assistant using the system could, if relieved of minor details, such as the collecting of fines, handle 100 books per hour quite easily. Each borrower above the age of 14 is entitled to three tickets; those between 10 and 14, to one juvenile ticket. The adult tickets are of three kinds: viz., 1, a general ticket with which any book except music may be drawn; 2, a non fiction ticket; 3, a music ticket. The tickets are of different colors, and are made of cloth or buckram, in sizes 3½ by 2 inches. They are in the form of pockets closing with a flap; the front bears the borrower's name and address and the date of expiry. For each book in the library a charging card, 3x2 inches is provided. These cards, bearing a progressive number, class mark, author's name and title, are kept at the charging desk. The borrower after showing his card at the ingress wicket, is admitted to the stack room. He makes his selection and proceeds to the issue counter where he presents the book and his ticket. The assistant notes the number of the book, selects the corresponding charging card, stamps on the card, and on a date label attached to the inside cover of the book, the date on which the book is due back at the

Charging systems—Continued.

library. The borrower takes the book, leaving his ticket into which the charging card has been slipped as a receipt for the book. Every morning before the library opens, the borrower's pockets containing the charging cards are transferred to the discharging desk. Here they are arranged in numerical order with black metal guides placed at the end of each day's issue to indicate the date of return. When the borrower returns his book, the assistant notes the date on the inside label, turns to the cards for that date and, by means of the progressive number, selects the ticket containing the charging card desired. To guard against mistakes he may ask the borrower's name before returning the ticket. As the borrower cannot have his ticket in his own possession if he has drawn a book on it, the presentation of a ticket is a certain indication that the borrower has discharged all previous obligations to the library.

Children's clubs. See **Clubs for children.**

Children's department.

See also **Clubs for children.**

Lessons in library pictures for the children. L. H. Robertson, Greensboro, N. C., *Daily Record*. S. 4, '11; Same. Vacation visits to our public library. Greensboro, N. C., public lib.

Library work with children. H: E. Legler. A. L. A. Bul. 5: 240-7. Jl. '11.

Library work with children. J. C. Potter. Ontario Lib. Assn. Proceedings. 1911: 100-4.

The aim of the library should be to circulate among its readers those books which create thought and promote intelligence. Every device is used to further this aim, but it sometimes seems that little is accomplished. The only permanent realization of this end must come thru education, and education must begin during the impressionable years of childhood. "This fact is now so universally recognized, that in nearly every movement, work among the children has come to be regarded as a most important factor, because in them it shows vastly greater results for the energy exerted. The same holds true in library work, and if, to-day, the children can be trained to discriminate between the good and inspiring, and the harmful or valueless in books, and from choice to select from the best in literature; then, to-morrow, the men and women will use the library intelligently and with real benefit to themselves." The story hour has proved an effective means of introducing children to good books. Its object is not to teach moral truths but merely to tell interesting stories of the best class, thereby inculcating a love of good reading for its own sake. A special room should be set aside for the children, and while there must be order in the room, the rigid order of the school should not be enforced. The greatest of care should be exercised in the selection of books for the children's department "and in this selection it is much more advisable to be severe in criticism than to allow some mediocre, valueless book a place on the children's shelves. The average child must read, and if the poorer books are kept from him, and he is given the better class, he will readily learn to appreciate good literature, and once he does learn, he will himself detect the lurid untruth of the trashy story. Give to the untrained mind of a girl such books as the *Elsie* series, the heroine of which is a sentimental, tearful, wholly dependent maid; or, to the boy, stories of adventure in which the heroes in the spirit of bravado perform daring, fool-hardy or unmanly deeds, and you will create false ideas, and destroy the very purpose of a children's department."

Pasadena exhibit of library work with children. F. J. Olcott. Lib. J. 36: 345-7. Jl. '11.

Notes on this article are given under the heading **Exhibits of libraries.**

Children's reading.

Bibliography of books and articles relating to children's reading. M. Widdemer. Bul. Bibliog. 6: 240-3. Jl. 11. (to be cont.)

Should children's reading be restricted?

I. Briggs. Lib. Assn. Rec. 13: 201-5. Je. '11.

The great weakness in human society of to-day is lack of discipline. More discipline in the treatment of children would bring results beneficial to the nation. "There is nothing more interesting than the mental evolution of child-life; and I could almost wish that it were thought as necessary for a librarian in charge of a juvenile library to be grounded in psychology as it is for a school teacher. . . . One of the most interesting things he would learn is that the child mind is, under normal conditions, creative. To psychologists this creative stage is well known and its importance acknowledged. Any influence that weakens that power, or usurps it as a brain function, should be looked upon with grave mistrust. The material used by the child is generally such as was never yet written in books. That, however, should be considered a strong claim for its superiority. The person who thinks it a help to the child, for that purpose to provide him liberally with books is making a big mistake. The mind of the young child is developed enormously by this mental exercise, and we find that the child who has indulged in this dreaming (as some call it) can conjure up the clearest mental pictures of what he afterwards reads; and, also, what is very important, he is surprisingly eclectic in his school-day reading. He has less need for outside inspiration. Left to develop chiefly by his own self-activity, his own invention supplies toys and his own creations supply stories. What he receives orally he will develop and weave into the most self-satisfying romances. He proves that reading is not a necessity during the budding years. This is only one obvious application of psychology to the reading question."

Any attempt to restrict the reading of children is apt to be met with a reminder of the number of famous men who in childhood were allowed to browse unrestrained in a library. The point to remember is that few of these libraries were as large as the average modern juvenile library and further that there may have been "less danger, from any point of view, for a child in unrestricted reading in one of those old collections, gathered without ever a thought for child readers, than in a modern collection ostensibly for children. There was always one safeguard. The books were written beyond them, and were not written down to them, as are so many 'books for children.' The reading was all effort and stimulus. The imagination of the child who thus showed that he must read, would jump to heights and conclusions that would probably surprise us by their accuracy." The average boy or girl who has read a great deal seldom looks back upon any one book as a red-letter book. Seldom, unless because of paucity of material, has one of them re-read a book. How is it possible for them to be influenced by what they read or to acquire any sense of discrimination? The average brain will get the power to discriminate and weigh if it is given early the right mental food with time to digest it. "The modern child who is allowed to use a public library will sometimes read scores of books before ever he comes across one that he should have begun with. And as up till then he has fed on snippets, on gush, on romances

Children's reading—Continued.

which are often only well-dressed expensive horrors; or worst of all, has been written down to, is it any wonder he votes this important book slow, and just a little un-understandable? Even by then his mental effort is weakening. Now if these are they who are not likely to go forward to secondary school or college, and there be put again on the right road, then are these also they who are going straight on to a career of fiction and newspaper reading." The child should not be allowed to read more than one book a week. There may be exceptions; yet even this curtailment would mean 50 books a year, or 200 books between the years 10 to 14. If one conscientiously sat down to make out a list of 200 books which a child should read before fourteen, would he not experience some difficulty in reaching that number? "A point of difference between the adult and the juvenile library seems to me to be frequently overlooked. Children's reading should be, strictly, formative. Adult reading is informative. The adult library must be progressive; must reflect the onward march of knowledge. But this can be quite absent from the children's library. It is possible to provide for the child a perfect course of reading, formative, expansive, and delightful, on almost the identical material that has fed and delighted youth for many generations. Modern conditions need not affect children's reading much. The great, the indispensable material for the mind's foundation is, after all, the unchanging."

Silent reading in the schools. Lib. Occurrent. 2: 206-8. Je. '11.

Circulation of books.

Problem of the unused book. Lib. J. 36: 428-9. Ag. '11.

In the Ryerson library, Grand Rapids, it was found by actual count, that out of a total of 64,162 books, 13,373, or 20 per cent. had not gone into circulation at all in the past two years. Tables of statistics are given showing the number of books that have never circulated and those that have not circulated in a series of years. The different classes of the non-circulating books are also given.

Civil service for libraries.

Humors and horrors of municipal civil service. J. F. Hume. A. L. A. Bul. 5: 127-9. Jl. '11.

Municipal civil service as affecting libraries. J. T. Jennings. A. L. A. Bul. 5: 119-26. Jl. '11; Same. Lib. J. 36: 399-406. Ag. '11.

The real beginning of civil service in this country was made in 1883 when an act was passed enabling the president to determine by executive order what classes of public service should come under civil service law. The national civil service at first covered only 14,000 positions but its scope has been extended until it includes now about 240,000 positions, or 60 per cent of the total number of government employees. In view of the growth of the system in national, state and city governments, it becomes important that librarians consider the matter in reference to its bearing on their profession. To determine the position of libraries, a questionnaire was sent out to 53 libraries. Out of the 53, only 9 proved to be under municipal civil service control and these did not report satisfactory results. "The general conclusions that may be reached from this investigation are that civil service has been applied to comparatively few of our public libraries, only about 17 per cent, and in these it has not been a success. The statement has just been made that eight of the nine libraries having civil service reported dissatisfaction

with the plan." It was further evident that 28 out of the 53 cities have civil service commissions and that in 19 out of the 28 the library is exempt. The most notable example of this latter condition is the Library of congress. While most of the departments at Washington are under civil service, the Librarian of congress is left free to select and employ the best available assistants without examination.

If the question is approached from a different point of view and the library is compared with other institutions, it is found that it most closely resembles the public school; and so far as can be learned no city has yet thought of selecting its teachers by civil service methods. It is recognized that character and personality play too important a part. The advantages claimed for civil service are "That it prevents appointments thru political influence; that it selects for each position the best qualified candidate; that it promotes continuity of service by protecting employees from removal when the administration changes, or for insufficient reasons; that it is democratic, the opportunity for appointment being open to every citizen; and finally that it saves the time of the appointing officer." On close examination based on experience, many of these claims do not apply to the library to any great extent. On the other hand, there are a number of objections to civil service as applied to libraries. The first is that the examination is not a satisfactory test. "A written examination does not touch the qualifications of character, personality, industry, gumption, integrity and tact; such considerations are of vital importance for any educational work, and if they are lacking, the work must be, to a great extent a failure. Under the civil service system the appointing officer is often required to appoint candidates against his better judgment, simply because they are on the civil service eligible list." The second objection is the geographical limitation. "This residence restriction is only another kind of spoils system." A third difficulty is the impossibility of removing an employee except for charges of the most flagrant nature; a fourth is that the system wastes time thru red tape with the civil service commission.

Classification.

See also Cutter author numbers.

Brief conspectus of present day library practice. C. Martel. Lib. J. 36: 410-6. Ag. '11.

In order that a librarian may decide intelligently which scheme of classification is best for his particular library, it is necessary for him to know the essential characteristics of those schemes which are generally available. There are two courses open: an individual scheme may be worked out suited to the needs of a particular library, or one of the existing schemes may be adopted. The first course has been largely followed in the past and is still followed in some university libraries, especially in those devoted to the special sciences. The librarian of the public library serving a wide constituency will probably follow the second course. The Dewey decimal system, the first to make its appearance, remained for many years the only general scheme in print. This early availability, together with the ease with which it may be applied, accounts for its popularity. The scheme of widest application next to the Decimal system is the Expansive classification of C. A. Cutter. Its characteristic features are its elasticity, brevity and mnemonic values. The most recent of the general classifications to be issued is the Subject classification of James Duff Brown. Its basis, as its author says, is "a recognition of the fact that every science and art springs from some definite source, and need not, therefore, be arbitrarily grouped in alphabetical, chronological or purely artificial divisions, because tradition or custom has apparently sanctioned

Classification—Continued.

such a usage." The main classes, designated by letters of the alphabet, are grouped under four heads: Matter and force, Life; Mind; and Record. Attention is called to a German scheme of classification: Dr. Otto Hartwig's "Schema des realkatalogs der Königl. universitätsbibliothek zu Halle." While designed without reference to use by other libraries, it is a scheme which may be applied with very little adaptation to others of its kind. The Library of congress is now at work on a revision of its classification. As the work of reclassification progresses, schedules are printed which are available to other libraries. The advantages claimed for the new scheme, which is devised from a comparison of existing schemes, are, that it allows of greater elasticity in providing for intercalation of new classes or subclasses, and that it permits the grouping under a country of all the subdivisions of a subject in logical order which are immediately related among themselves and have a more intimate relation to the country than to general theoretical works on the subject.

Classification and discovery: Mendeleeff's table of the elements. L. S. Jast. Lib. World. 13: 353-5. Je. '11.

Classification of books. M. S. Saxe. Ontario Lib. Assn. Proceedings, 1911: 59-64; Same. Pub. Lib. 16: 323-7. O. '11.

"No principle of library economy is brought more into use than classification. A good subject classification is the librarian's first aid. It unlocks almost at once many of the treasures that a library may contain. In this way only can the resources of a great collection of books become known to a library staff. Accessioning, shelf-listing, cataloguing, charging systems, all play their part. They all help in the giving out of books, and in the calling in of books. But the librarian's first duty is to class her book." It is less than forty years since the first really good arrangement for books was worked out. Each of the large libraries has its own system and a new librarian might spend months locating the contents of the library. At the present time all of the new libraries use one of the two great systems of cataloguing, the Dewey or the Cutter; and older libraries are gradually changing over to them. The writer gives preference to the Cutter system. "Classifying books is not a science, but an art; and no rules can take the place of experience and good judgment. Much of the former, and very much of the latter is shown in the Expansive classification of Mr. Cutter. It is in every sense expansive. The first classification is so arranged that it suits itself to a very small library, such as a Y. W. C. A., which will never grow to a great collection of books. The second classification broadens out a little more, suitable to a small village library that is growing a little year after year. So on to the seventh one, but recently finished and so complete is it that we find an especial mark for 'Aeroplanes' and some recent electrical developments, where the Decimal system falls short."

Decimal classification. M. Seymour. A. L. A. Bul. 5: 227-30. Jl. '11.

The seventh edition of the Decimal classification is merely a first installment of revision and enlargement. "Changes proposed will be carefully studied and the few that promised clearly to justify their cost will be made. But no change will be made merely to fit a new theory, for theories are constantly changing and a shifting classification is impracticable for libraries. . . . If a scheme brings related subjects together, provides for adding new topics, and enables books on the same phase of the same subject always to be classed together and readily found when wanted, it is of comparatively little moment whether exact

sequence on shelves accords with the latest theory. The Decimal classification has now become so much the common language of libraries and bibliographies in all countries, that it is clearly undesirable either to make frequent changes or to ignore growth. Apparently a revision about every quarter century would be the golden mean between the costly and impracticable changes of trying to keep up to date, and the opposite extreme which would in time make any scheme seem medieval." Plan of revision: "Besides subdivision of any subject to any required extent, there will be an increasing number of compact notes giving dates, facts, distinctions between allied numbers and similar data, often saving classifiers long search and greatly enhancing the value of the book for reference. . . . Whenever demand will cover expenses, any revised subject will be issued separately with general explanation, 3 figure tables of other subjects and index."

Decimal classification and relativ index. by M. Dewey. Review. Librarian. 2: 58-9. S. '11; Lib. J. 36: 477-80. S. '11; Pub. Lib. 16: 337-8. O. '11.

Expansive classification. W. P. Cutter. A. L. A. Bul. 5: 224-7. Jl. '11.

The Expansive classification was designed by Charles A. Cutter as a working classification for the Boston Athenaeum library of 100,000 volumes. The old fixed location has almost universally given way to relative location by which each book is placed with those to which it is related in subject. Because it is difficult to change a system once adopted it is important to choose one that is "both theoretically correct and practical in application. . . . A good classification should be: (1) Easy to apply. Its notation should be simple, its classes easily distinguishable, its call numbers as short as possible, its practical application easy for the inexperienced as well as the experienced cataloger. (2) It should be scientific and logical so that the public consulting the shelves may be able to find books on related subjects grouped together. Its point of view should be modern so that modern scientific works may be assigned to proper positions. (3) It should be flexible, allowing choice in special schemes for special libraries or collections. (4) It should be expansive, providing simple schemes for small libraries, and an elaborate scheme for large libraries. Provision should also be made by which, as a small library increases in size, the classification may be made more minute with a minimum of additional work or change in the books already classified.

The notation of the Expansive classification is based on the use of the alphabet from A to Z for subjects, making subject subdivisions by the addition of second, third or fourth letters. Figures are used only either to indicate form subdivisions (where the digits 1 to 9 are used), or geographical subdivision (where the numbers 11-99 are used). These subdivisions by numerals are common to all classes, even the most minute, and cannot be mistaken for subject divisions. The use of the letter notation results in simplicity. The single letters of the alphabet furnish 26 great subdivisions; the addition of a second letter allows each of these to be again divided into 26 or 702 in all; the third letter furnished 26 divisions of each of these, or a grand total of 14,304; finally, the fourth letter furnishes 367,280 total subdivisions. To allow of such minute subdivision on a decimal system requires six figures." The call numbers are short, even the most minute subjects requiring but three letters and "the use of the local list numbers from 11 to 99 results in short marks for all books having local significance, especially in geography and history." The practical application of the system is easy. Pupils with only a high school education can in a few weeks classify rightly a large percentage of the books, and young boys and girls can soon learn to find the books on the shelves without special help. The classification is scientific and logical. "It groups, for

Classification—Continued.

instance, philology and literature together. Language is X, literature Y; the same local list may be applied to each. It places Architecture with the Fine arts, and Building with Technology. It classes Mining and Metallurgy together. The general development of the classification is from the spiritual through the historical to the scientific, and thence to the methods of recording thought. Thruout, a logical sequence has been followed. It is modern in its science. The natural history, mathematics, astronomy, physics, technology, have all been compiled within the last few years. There is provision for modern discoveries in pure and applied science. There are places for aeroplanes, automobiles, radioactive substances, factory costs." Flexibility is secured by cross-references. "The Expansive classification provides seven classifications of varying length, the first containing ten classes, the second thirty-one classes, and the final development, the seventh classification, many thousand, thus adapting it to use in the smallest library and at the same time provides for any possible amount of growth, with the smallest possible amount of additional labor in changing book marks on the records of the library. . . . Subjects vary according as they relate to different countries. Thus in zoology, there are not only books which treat separately of the invertebrates and of the vertebrates, of mammals and monkeys, but also books which describe the animals of Africa, of Madagascar, of Borneo. . . . The history, laws, language and literature of England are so diverse from the history, laws, language and literature of France that no general library of size would for a moment hesitate to separate them. This kind of subdivision it is desirable to mark in some different way from the other, for two reasons: first, because it is different, a division not by subject but by locality; and second, because it is suitable and convenient that the mark for each country should be the same in all the different classes, and also that it should not be used for any other purpose. We cannot take letters for this purpose, for they are already taken for subject marks; we therefore use figures. If for example, 45 is the mark for England, and D is church history, then D45 is English church history; F is History, F45 English history; O is Zoology, O45 is English zoology. Whenever one meets 45 one knows it means England, and can be nothing else." No suggestion of need of amendment has ever been heard of the classification. "The users are enthusiastic advocates of its adoption." The incomplete index contains 65,000 entries and none of the 400 pages of science are yet indexed.

Library of congress classification. C:
Martel, A. L. A. Bul. 5: 230-2. Jl. '11.

The Library of congress classification was "devised from a comparison of existing schemes (including the Decimal and the Expansive) and a consideration of the particular conditions in this library, the character of its present and probable collections, and its probable use." The system does not follow strictly the scientific order, but rather a convenient sequence of various groups of books. The symbols are "(1) for the classes, a capital letter or a double letter; (2) for the subclasses, these letters combined with a numeral in ordinary sequence. Provision for the insertion of future groups is: (1) in intervening numbers as yet unused; (2) in the use of decimals. This notation secures for future development the greatest possible elasticity in providing for intercalation of new classes or subclasses as well as for divisions and subdivisions under subjects. A third letter could be resorted to without inconvenience if desired, while the numbers for divisions might be easily converted into decimals by writing them in the form 0001 to 9999. . . . The Library of congress arrangement permits the grouping under a country of all the subdivisions of a subject in logical order which are immediately related among themselves and have jointly a more intimate relation to the country than to the

general theoretical works on the subject, while the mechanical application of a local list under every subject and various subdivisions under it has the effect of scattering in many places material which belongs together. . . . The general principle of arrangement within the classes or under subjects is as follows: (1) General form divisions: Periodicals, Societies, Collections, Dictionaries, etc. The placing of this material at the head of a class, or subject, has besides its logical justification, the great practical advantage of marking on the shelf, visible even at a distance, the beginning of a new subject. (2) Theory. Philosophy. (3) History. (4) Treatises. General works. (5) Law. Regulation. State relations. (6) Study and teaching. (7) Special subjects and subdivisions of subjects progressing from the more general to the specific and as far as possible in logical order. When among a considerable number of coordinate subdivisions of a subject a logical principle of order was not readily discernible, the alphabetical arrangement was preferred. The general principle has also, to a certain extent, governed the order of the main classes, looking upon the group as a comprehensive class."

Model questions in classification. W. C.
B. Sayers. Lib. World. 14: 43-5. Ag. '11.

Outline of the theory of classification.
T: Coulson. Lib. World. 14: 37-42, 67-70. Ag.-S. '11.

"Prof. Huxley wrote:—'By classification of any series of objects is meant the actual or ideal arrangement together of those which are alike and the separation of those which are unlike; the purpose of the arrangement being primarily to disclose the correlations or laws of union, of properties, or circumstances; and secondarily to facilitate the operations of the mind in clearly receiving and retaining in the memory the characteristics of the object in question.' It is, then, apparent that classification is an important branch of scientific study." In classification objects must be arranged in groups, and groups in classes, according to affinity. "The distribution must be such that those species which most closely resemble one another will be adjacent, and the relative proximity between two species will suggest the degree of difference or affinity between their characteristics." Great care must be exercised in the use of terms as names for the divisions, for they must clearly indicate the subjects they represent and none other. "There will be difficulty in deciding which characteristics should be selected as the standards for classifying." The purpose to which the classification is put must determine this. The Brown (Subject) and Dewey (Decimal) systems are both "arranged upon a definite evolutionary principle, i. e., the history and development of our knowledge of the universe. . . . The best known form of classification for a special purpose is the alphabetical index. The purpose of this arrangement is to direct the searcher to simple facts without respect to natural resemblances. It is therefore valueless for scientific research and investigation, for it does not enable us to make a general statement concerning the objects which are thus brought together."

Problems of classification and an A. L.
A. code. W: S. Merrill. A. L. A. Bul.
5: 232-4. Jl. '11.

"The first requirement of a classification is that it shall be adapted to classify the literature of the present time as well as of past time; that is to say, in nomenclature and arrangement it must be either up to date or else capable of modification to make it so. The second requirement of a classification is that it shall be expansive or susceptible of addition to accommodate new topics, new points of view, new sciences and new affiliations of old sciences. The word expansive is used here in a wide sense. Any system that allows the insertion of new headings in their proper places in

Classification—Continued.

the scheme, either by leaving gaps or by allowing for an indefinitely expanded notation, fulfills this requirement, whether the system is called expansive by its author or not. This brings us to a third feature of classification, namely, that its notation shall not hamper its due expansion and growth, but shall serve as a means of conserving its orderly arrangement." Several problems arise in the actual assignment of books to their appropriate classes. Some of these are "(1) the determination of the primary contents of a book; (2) choice between two or more topics in a book, given equal or nearly equal weight; (3) conflict of two classes facing, like Janus, two ways; (4) the treatment of individuals; (5) form versus content; (6) indexing." Because these problems are always arising for every classifier the A. L. A. should compile a code for library classification.

Suggestions towards a constructional revision of the Dewey classification. A. J. Hawkes. *Librarian*. 2: 5-8, 43-6. Ag-S. '11. (to be cont.)

Clubs for children.

Junior civic league experiment. S. L. Nason. *Ia. Lib. Q.* 6: 159-60. Ap. '11.

West Indianapolis library boys' club. E. Saltmarsh. *Lib. Occurrent*. 2: 208-10. Je. '11.

"To insure success, no club should be organized except in response to a definite need." In this particular case the suggestion was put forward by the boys—a group of boys, ranging in age from fifteen to twenty years, who had been patrons of the library from the time they began to read. The librarian readily fell in with the suggestion, helped with the preliminary plans, and found a suitable leader. After that the library assumed no responsibility aside from furnishing the room for meeting. At the first meeting the leader drew from the boys their reasons for wishing to organize such a club. Each expressed a desire for self improvement along some line. The boys drafted their constitution, elected officers and named their club. Meetings were held once a week. The first meeting of the month, it was decided, should be an open meeting with an outside speaker. The regular programs on other evenings were made up of essays, two sometimes three, of from five hundred to one thousand words each, with questions in geography and history. On one evening of each month a debate made part of the program. The boys take interest and pride in the preparation of their work, and it is in this work of preparation that the library comes into active touch with the club.

College libraries.

Academic standing of college library assistants and their relation to the Carnegie foundation. W. E. Henry. A. L. A. Bul. 5: 258-62. Jl. '11; Excerpts. Pub. Lib. 16: 294-5. Jl. '11.

Notes on this article are given under the heading Librarians and assistants.

Cataloging for small college libraries. F. R. Foote. A. L. A. Bul. 5: 220-4. Jl. '11.

Notes on this article are given under the heading Cataloging.

Necessary red tape. J. E. Goodwin. A. L. A. Bul. 5: 253-8. Jl. '11.

Of all the processes of library economy, classification is the one which in the college li-

brary gives rise to the most difference of opinion. "As soon as the librarian has made the classification to square up with the ideas of a particular man, he is almost sure to have placed it on a bias with the ideas of another." The solution as far as the professor is concerned is to insist that he make friends with the card catalog. "There is trouble between the classification and the mind of the professor before he appeals to the index at all, so when this guide points in an unexpected direction, he questions its accuracy. He is used to piloting himself about the stack and giving no special thought to the classification so long as he finds the books where he expects; ordinarily, he has no use for the catalog. Hence, it follows that a really excellent catalog and good classification are made to appear very unsatisfactory to him, because in the large proportion of cases in which he uses the catalog he gets unexpected results. . . . The work we do in changing records seems out of all proportion to what should be warranted; it takes more time to change the classification, cataloging and marking, than it does to accomplish the processes in the first place. Perhaps the conditions for necessity of change in the records arise because we are too often led to classify for a special or temporary purpose when the book might better be given a number it could hold for all time." The practice of classifying copies of the same book in different parts of the library is not commended. "The assistant who handles a book which carries a copy number at once knows that he should be able to locate at least one more copy when the second call for the book comes; but if he has handed out a book with no copy number on it, and practice allows the regular classification of books in more than one place, he must appeal to the catalog for a check upon his work, otherwise he cannot be sure of his ground. The general practice of placing all copies of the same work in one place in the classification thus simplifies the amount of pure memory work required of the library assistant, and gets the book into the hands of the student more quickly, while it places upon the users of the library who have access to the stack a greater part of this necessity of supplementing their own efforts in locating books with help from the catalog." A plan of department libraries, unless books can be duplicated to a great extent, may result in depleting the main library, leaving there only the antiquated works on certain subjects. Another source of annoyance is the professor who keeps just far enough ahead of his class to require all the available books on his subject for his own personal use. Another cause of friction is the recommending of books for outside reading by the professor who has not taken the trouble to check over his references with the resources of the library.

Trinity college (North Carolina) library. J. P. Breedlove. *il. N. C. Lib. Bul.* 1: 76-8. Je. '11.

Commission plan of government and libraries.

Effect of the commission plan of city government on public libraries. A. S. Tyler. A. L. A. Bul. 5: 98-103. Jl. '11; Same. *Lib. J.* 36: 328-33. Jl. '11; Excerpt. Pub. Lib. 16: 281-4. Jl. '11.

Library boards under the commission plan of city government. F. F. Dawley. *Ia. Lib. Q.* 6: 150-2. Ap. '11.

Certain provisions in the law creating the commission plan of government have raised questions as to its effect upon library administration. Under the general library law of Iowa, the library board consists of nine members and has exclusive control of library funds. The questions to which the adoption of the new plan of government gives rise are: Does the new commission law reduce the number to

Commission plan of government—Cont.

three? And does it give the city council the power to direct the management of the library? The commission law provides that all laws not inconsistent with the provisions of the new act shall continue to apply to cities which adopt the commission plan. In the matter of library trustees, the new law provides that the council shall at its first meeting appoint, among other specified officers, "three library trustees." In Des Moines this has been interpreted to mean that the board shall consist of only three members; Cedar Rapids, on first adopting the plan, held the same view, but has since reversed its decision. Keokuk also holds that the board must still consist of nine members. This decision is based upon the fact that the terms of three members of the board expire every three years. The council, then, is only required to appoint three members to fill the vacancies and the board itself continues as of old with nine members. The section relating to the power of trustees is to the effect that "the council shall possess and exercise all executive, legislative and judicial powers and duties now had and exercised by the board of public works, park commissioners, water works trustees, and board of library trustees, in all cities wherever such boards now exist or may be hereafter created." This has been taken to mean that the details of library management must come under the direction of the council. As it would be absurd to expect that the council could conduct in person all the business of all the city's executive offices, a liberal interpretation of this section seems to show it to be "merely a declaration that the ultimate authority as to such offices is vested in the council, thru its power of appointment, and that the council is the ultimate source of authority, but that the power of the officers is to be exercised in accordance with all statutes which are not inconsistent with the new provisions." This ambiguity should be removed by an amendment. In the writer's opinion the law should be so changed that the library board would be as independent of the council as the school board is.

County extension.

See also County libraries; Township extension.

Experiment in extension. A. S. Tyler. Wis. Lib. Bul. 7: 121-3. Jl. '11.

How to get township support. Lib. Occurrent. 2: 205-6. Je. '11.

County libraries.

Advisability of establishing county libraries. A. C. Piper. Lib. World. 14: 65-7. S. '11.

Notes on this article are given under the heading Local collections.

California county free libraries. H. G. Eddy. A. L. A. Bul. 5: 138-44. Jl. '11; Same. Lib. J. 36: 336-42. Jl. '11.

The county library system of California is an outgrowth of local conditions. The immense size of the counties, the scattered population, the varied industries, the barriers imposed by topography made it necessary to devise means to reach the people other than the usual municipal library and traveling library. To get the best results it was felt that there must be a closer relation than could exist between the state library and the people of the state. A smaller unit was found necessary, and the county was naturally chosen as that unit. The first free library law was enacted in 1909. Its principal features were: "1. The entire county was made the unit for library service; 2. Any municipality might withdraw if it did not wish to be a part of the system; 3. The county librarian, who was to be certifi-

cated, was given large power in carrying on the work; 4. A committee of the county board of supervisors constituted the library board; 5. An alternative or contract plan could be entered into between the supervisors and any library board, by which the library could in return for an appropriation of county money render library service to the entire county." The first law had many defects but it was eagerly adopted by the people. Eleven counties adopted the contract plan, making twelve in all, one county having acted on its own initiative before the passage of the law. A new law, more elastic than the old has been enacted. "It differs from the former law, which it repeals, in a half dozen or more vital features. First of all, the establishment of the county free library is left entirely permissive with the board of supervisors, no petition or election being called for, as it had been proved conclusively by the work of organization that boards of supervisors will if they think best for the county take up the work on their own initiative. A provision for a notice to be published three times before establishment gives sufficient publicity to the contemplated action. The second main point of difference is that while the former law included the entire county as a unit, with provisions for a municipality to stay out, the present law turns the whole plan diametrically around, making the unit to start with only that portion of the county not receiving public library service. If a town has no library, it is included; if it has a library, it is automatically excluded." There are two plans provided by which a town thus left out may enter the system. By action of the board of trustees it may become an integral part of the system, or it may contract for part or complete service. Counties may also contract with each other for complete service. The new law also provides for a board of library examiners which has the power to issue certificates to those desiring to enter the county library service. The state librarian cooperates with the county libraries, and an annual report from each county is sent in to the state library.

Co-ordination in library work in California. J. L. Gillis. A. L. A. Bul. 5: 72-5. Jl. '11.

In California the county free library is the agency thru which the state library works to meet the needs of the entire people of the state. "In the counties which are operating county free libraries, the central library at the county seat owns all such books and material as are in usual demand in the county, and can be worn out there. Branches are established in different parts of the county, through which the books reach all the people. Each branch keeps the books as long as it has use for them. Books desired but not found in the collection are supplied from the central library." Many counties are turning over to the free library their teachers' libraries, and district school libraries. Many counties have law libraries which are of little value because of lack of arrangement. The county free libraries are helping to put them in usable shape. Libraries lend to one another and it is hoped that in time each county will develop its collection along a certain line and that formal arrangements for loans can be perfected. Another arrangement about to be adopted is a borrower's card which will enable the holder to make use of any county free library in the state. "Where the county free library system is in operation all expenses within the county are paid from the county fund, and all carriage to and from the state library is paid from the state library fund."

County libraries in Oregon. M. F. Isom. A. L. A. Bul. 5: 144-6. Jl. '11.

The library law of Oregon as first enacted pertained only to counties of 50,000 or more population, and limited the special tax to $\frac{1}{4}$ of a mill. The law was passed primarily for the benefit of one county, that in which Portland

County libraries—Continued.

is located. The city library of Portland immediately took advantage of its privilege, entered into a contract with the county and began to establish deposit stations. The deposit station collections are made up of adult books entirely, juvenile books being placed in country schools. At the last session of the legislature the county law was amended, removing the clause specifying the amount of population, and increasing the rate of taxation for library purposes to $\frac{1}{2}$ mill. A second section of the law provides "that the county court for any county which has levied this special tax may use the library fund to establish, equip, maintain and operate at the county seat of the county, a public library, including branch libraries, reading rooms, lectures and museums and may do any and all things necessary or desirable to carry out this purpose. A clause follows which permits the county to contract for public library service with any corporation maintaining a public library at the county seat." In order to provide for the housing of libraries, a county library building law was enacted. The strong point of the Oregon law is its simplicity. "No new elements are introduced; no new boards are established. The contracts are made with the county court which consists of the county judge and two commissioners. This is the governing body of the county with whom all contracts are made. The power, the responsibility, are left where they should be, with the librarian and directors of each county library."

How the Merced county free library system has been worked out. A. M. Humphreys. Lib. J. 36: 347-8. Jl. '11.

The practical working out of the California county library system in one county of the state is briefly described in this article. In June 1910 there was not one free public library in the county. In July active work of preparation began. On Oct. 14, the central library at the county seat was opened and by March 31st following, 5000 volumes had been made available to the readers of the county and eight branches had been established. "One does not have to wonder if the plan is a success. The spontaneous testimony of the people who have lived many years in the small towns without library privileges is a sufficient guarantee. They have no desire to take up the old system either, for with a well-stocked library to draw upon, with frequent exchanges of books, with 10 or more of the best magazines coming regularly to their libraries and others loaned upon application to headquarters, and with all expenses met from a common fund, why should they long for a little local library which at best could not have more than \$1000 to spend, and with so many ways to spend it that the fund for books would be so small as to be merely a tickler to the appetite?"

Ohio county library. C. A. Metz. A. L. A. Bul. 5: 146-8. Jl. '11.

The public library at Van Wert, Ohio, has been a county library since its establishment in 1899. A library building was bequeathed to the town by a prominent citizen on the condition that the county equip and maintain it. As there was at that time no county library to accept as a model, the library has gradually worked out its system. The central library is located at the county seat; branch libraries are maintained in the five villages of 500 or over in the county, with deposit stations at other points. The branch librarian, usually postmaster, storekeeper or clerk, receives \$50 a year for his services. Another branch of work is carried on by means of school collections. Any teacher may take out a collection of books to be exchanged any time that the teacher desires. "Our greatest development during the past year has been in this department, due partly, I think, to the fact that there are in several townships of the county, school supervisors, whose co-operation we have

been able to secure, and partly because we have this year placed a trained assistant in charge of the work, her duty being to aid the teachers in their selection of books, make up collections when these are called for, and compile lists of books for given grades. I have also attended a number of teachers' meetings and township institutes, sometimes merely calling attention to the school collection, but more often talking about books themselves. We find that the teachers need not so much to have their interest awakened as to have their knowledge of children's books increased. We have no settled plan of distribution, but consider each case an individual one, even tho extra time is consumed in doing so." The library is also trying to meet the growing demand for books on agriculture which comes as a result of the teaching of agriculture in the schools. During county fair week an effort is made to advertise the library. "The average man or woman dwelling in an agricultural community is both busy and independent and unless we can persuade him that what we have to offer is what he needs or wants we can accomplish little. Nor can we approach the problem with any feeling of condescension or patronage. The idea that I occasionally find existing in the minds of librarians and trustees, that the people of rural communities will hasten to take advantage of an opportunity they have so long been deprived of, seems to me to be wholly without foundation. As a matter of fact, they are slow to seek of their own accord what they have for so long been able to do without. Tact and a knowledge of local conditions are necessary tools, together with a rigorous application of the golden rule."

Cutter author numbers.

Some problems in book numbers. H. R. Mead. A. L. A. Bul. 5: 251-3. Jl. '11.

D**Discarding books.**

Book destruction. J. Hartley. Lib. World. 14: 7-10. Jl. '11.

The principal causes which necessitate the withdrawal of books from circulation are wear and tear, from both preventable and inevitable causes, and the need for the suppression of out of date books. It is necessary in the interests of economy that books should not be discarded recklessly, and that the life of a book should be prolonged as long as possible. "On the other hand there is a tendency on the part of some to waste time and money in patching up books which should be thrown away. The action of the librarian who endeavours to keep his stock in circulation as long as possible is commendable, provided the books are in an efficient condition both externally and internally. . . . A casual examination of the stock of various libraries will also reveal the existence of books which have become hopelessly out of date and useless for practical purposes. This state of affairs is particularly harmful in the instance of scientific, technical, and geographical works, the value of which almost entirely depends upon their subject-matter being in accordance with the latest researches relative to their special subjects. Cases are not uncommon where antiquated books treating of matters which have been largely influenced by the advance of science in recent years are to be found still occupying places in library catalogues and on the shelves to the exclusion of modern editions of the same and similar works. Out-of-date books may be useful for comparative purposes, but for practical purposes they are worse than useless. Too often they ease the consciences of economic members of library committees, who glibly say: 'We have so many books on this particular subject,' whereas, if the truth were

Discarding books—Continued.

known, the library, so far as that subject is concerned, is in a state of starvation." Generally speaking, the book paper of a generation ago was much better than that of today. Consequently many early editions are still in circulation merely because their paper is fairly sound. The deterioration of book paper is a serious matter in the case of books of permanent value, but it must not be forgotten that many modern books are not worth the paper they are printed on (poor though it may be). The problem of weeding out stock is to some extent settled by the wear and tear which the books receive. "The average life of the modern library book in general use is about four years, and represents from 40 to 150 issues approximately. Of books which thus come to a natural end, the majority are works of fiction, and probably not more than 40 per cent. are worth replacing. It is well known that librarians are obliged to pander to some extent to the popular taste for sensational books, and to supply books which they know have no standing value. It is equally true that there are many borrowers, who, having to choose between a dirty book of standard literary value and a new book which may contain naught but 'piffle,' will without hesitation choose the latter. The moral is obvious."

Duplicates.

Exchange of duplicates. N. D. C. Hodges.
A. L. A. Bul. 5: 71-2. Jl. '11.

The experience of the Cincinnati public library in exchanging duplicates has not been satisfactory and from this time on they will be disposed of thru the auction room. Other libraries prefer to send the titles to other libraries which in turn send their titles and so an exchange is made.

E**Examinations.**

See also Civil service for libraries.

L. A. examinations. G: T. Shaw. Lib. World. 13: 359-60. Je. '11.

Model questions in classification. W. C. B. Sayers. Lib. World. 14: 43-5. Ag. '11.

Some thoughts on professional training. E. S. Fegan. Lib. Assn. Rec. 13: 237-42. Jl. '11.

Exhibits of libraries.

Pasadena exhibit of library work with children. F. J. Olcott. Lib. J. 36: 345-7. Jl. '11.

This exhibit was prepared by the Training school for children's librarians to show the work carried on in Pittsburg. "The exhibit aimed to show by means of placards, photographs, and printed matter the various activities of a department organized to reach all children of the community, and also to explain methods used to promote more and better reading. The objects of library work with children were stated thus: 'To make good books available to all children of a community; To train boys and girls to use with discrimination the adult library; To reinforce and supplement the class work of the city schools (public, private, parochial, and Sunday school); To cooperate with institutions for civic and social betterment . . . and with commercial institutions employing boys and girls; And first and last, to build character and develop literary

taste thru the medium of books and the influence of the children's librarian.'"

Picture exhibitions. M. F. Carpenter.
Wis. Lib. Bul. 7: 123-7. Jl. '11.

"Perhaps there is no phase of the modern library movement which does more to enrich the lives of the people than the work done with pictures. In small towns where there are no museums or art collections, where the public does not have within its reach the opportunity of seeing the best in art, the library can play an important part in placing in the hands of the people the means whereby they can learn to know good pictures. For this reason, picture exhibitions, or any kind of work with pictures which will be of educational value, either from the artistic or the practical standpoint, is a legitimate part of library extension. No library to-day can be called modern and up to date which has failed to give some attention to the use and collection of pictures." The library that finds itself getting into a rut is advised to try a picture exhibit. Much can be accomplished by giving exhibitions in relation to the school work. Such subjects as colonial times, civil war, American Indians can be utilized. The exhibition should be thoroly advertised. Make use of the newspaper, posters, and announcements thru church and school. Such an exhibit should awaken a desire for personal research, hence reading lists should be made out, or books relating to the subject of the exhibit should be displayed in the same room. To a large extent the influence of the exhibit will depend on the arrangement and hanging of the pictures. Burlap makes a good background, and burlap screens can be used to good advantage. Space should be left between the pictures. "The enjoyment of even an inferior picture hanging alone, or with a few others in a room, is even greater than that of a collection of masterpieces crowded together." A list of sources from which pictures can be obtained accompanies the article.

F**Fiction.**

Fiction problem. N. Y. Libraries. 2: 252-3. Jl. '11.

Guide to the best historical novels and tales, by J. Nield. Review. Lib. Assn. Rec. 13: 221-3. Je. '11.

Finance.

Basis of support of organizations for public library work. F. F. Hopper. Pub. Lib. 16: 238-44. Je. '11; Same. A. L. A. Bul. 5: 148-54. Jl. '11; Same cond. Lib. J. 36: 406-10. Ag. '11.

Library loans. R. F. Bullen. Lib. Asst. 8: 170-4. Ag. '11.

H**Handwriting, Library.**

Library handwriting: a guide for the use of students in the New York state library school. O. 11p. '11. N. Y. state education dept.

History.

See also Local collections.

I

Indexes.

International technical index. Engineering Rec. 64: 394-5. S. 30, '11; Same. cond. Special Lib. 2: 69-70. S. '11.

Mr. W. P. Cutter at the Special libraries association on Sept. 27, 1911, said that the first suggestion of international cooperation on an index to scientific literature was made by Prof. Henry of the Smithsonian institution in 1855. As a result of that suggestion, eleven volumes covering the years 1800-1883 were published by the Royal society. In 1896 the international bibliographical congress met with representatives from 23 governments. "These unanimously agreed to compile by means of an international organization a complete catalog of scientific literature, arranged both according to subject and by author's names; that the material should be collected for each country by local organizations established for that purpose, the material to be edited for publication by a central international bureau, to be established in London." They disagreed, however, as to the method of classifying the material. Some favored the decimal classification but finally in 1898 a classification reported by the Royal society was agreed upon. "Subsequent conferences have been held in London in 1900, 1905 and 1910. The agreement was that the index as issued should be divided into 17 sections, comparing with the 17 subjects selected, but unfortunately omitting the applied sciences. Each country guaranteed support both by direct contributions of funds, and by guaranteed subscriptions to a definite number of complete copies of the catalog, at a price of about \$85 per annum. Some 400 copies are thus subscribed for." The Smithsonian institution is the representative for the United States and congress gives \$5000 annually toward the expenses of the catalog which is widely accepted in the scientific world. Its chief weaknesses are delay in publication and the omission of applied science. "In 1898 an organization was formed in Berlin known as the Institut International für technobibliographie, to continue by private enterprise the index to technical literature which had for so long been issued by the German patent office under the title Repertorium der technischen Literatur. Since that time regional bureaus have been established in England, Austria, Sweden, France and Germany, and Mr. Cutter has received a proposition to establish such a bureau in the United States. This Institut has been supported in part by the sale of its index, which is issued in German, French and English editions, and partly by contributions from the German and Austrian governments and by private benefaction." Mr. Cutter "does not believe that any index can be a permanent success unless it is supported by appropriations from the several governments, by appropriations and contributions from the great engineering societies and corporations, or has a large private endowment." He proposes that the United States call an international congress for technical bibliography to "consider a proposition to extend the International catalog of scientific literature, or a proposition to join forces with the Institut International für technobibliographie. . . . The requisites of a perfect index are the following: Prompt and frequent issue, prompt and frequent cumulation, adequate classification, an author index to all entries, an index of specific subjects for all entries, illustrations where necessary, the inclusion of important patents. Frequent and prompt issue precludes cooperation in the real work of indexing by indexers separated from each other by long distances. It requires the index to be made in one place, and from economical considerations this is absolutely necessary. It means that the use of volunteer unpaid assistance should be discountenanced.

It would require the organization of an efficient central printing and mailing department. Frequent cumulation would require the use of the linotype, and the provision of storage for the type of the entries until the cumulation was issued if not longer." It is difficult to agree on any adequate system of classification, but "a classified index, as opposed to an alphabetical one, is of course essential if the use is to be international, as no alphabetical arrangement of subject headings in any one language could be conveniently used by all. An author index to the classified index is essential, in order that one may trace citations to the literature which give only the author's name, and trace all the investigations published by one person. An index of specific subjects is also essential, and should be in one alphabet in at least three languages, English, French and German, and might have entries in Italian as well. Such an index would do much to rectify any mistakes in classification, and would make available entries of subjects which in any system of classification might be entered in more than one place." The index should be edited in connection with a great technical library and in connection with great engineering organizations.

Library indexes. Mrs. J. B. Gunter. Greensboro, N. C., Daily Record. S. 4. '11; Same. Vacation visits to our public library. Greensboro, N. C., public lib.

"We live in a day when even the small libraries may greatly broaden their activities through the use of indexes which have been issued in unprecedented number and variety within the past decade. . . . There may be no short cuts to learning, but indexes certainly shorten the distance to information. They are the keys which unlock the doors of knowledge and make the way clear and accessible." The publishers' book indexes are: The United States catalog, its Supplement, and the Cumulative book index, "giving books in print, the names of publishers, prices of the books, and also of a large number of valuable pamphlets. These are published monthly and yearly." The A. L. A. catalog of 8,000 volumes, published by the library of congress, and the Pittsburg library catalog are of value in the comparison and selection of books. The Book review digest "is an index which contains descriptive notes, and excerpts from the criticisms of the best English and American reviews, upon books of current issue. The character and scope of books, the price, publishers and a concise estimate of each book is given." Indexes of the contents of books are: "Granger's Index to poetry and recitations, giving author, title and first lines; the A. L. A. portrait index, A. L. A. index to general literature, Annotated guide to American history, Classified index to standard fiction, and, for the children's department, Wilson's Children's catalog in two parts, part one being a guide to the best reading for young people based upon twenty-four selected library lists, while part two is an analytical subject index covering the contents of five hundred of the books contained in part one. . . . One of the most important parts played in our library's life "is the daily use of the magazine." The indexes to magazines are "Poole's (listing old magazines), Wilson's Reader's guide and the Eclectic index, to date. These cover the contents by title, author and subject of thousands of miscellaneous articles, and a number of important government pamphlets." The index to St. Nicholas is valuable in the children's department; and the Dramatic index covers "the field of the stage, giving real name, age and nationality of actors and actresses, plays, and also a portrait index of actors and actresses."

Published general indexes of technical literature; bibliography. Special Lib. 2: 70-1. S. '11.

Indexing.

Indexing and indexers. E. H. Blair. A. L. A. Bul. 5: 234-8. Jl. '11.

An index is "a most helpful addition to a book which has added anything of value to the general store of knowledge, in any line of thought or discovery. Both publishers and writers realize this fact" and most books have some sort of index. Scientific and technical books should as a rule be indexed by or under the supervision of a scientific expert. The indexing of magazines, newspapers, and journals and transactions of scientific societies is usually poorly done "so much so, that Mr. Poole in his invaluable index of periodicals was compelled to adopt the rule, for himself and his assistants, of not using the magazine indexes." A newspaper index "requires the best sort of work, and a person of experience, judgment and knowledge of the world of affairs—especially an acquaintance with political matters, both general and local." The records of "state departments and commissions, municipal offices, banks, insurance and railway companies, law offices, commercial firms and publishing houses" should be indexed because of the necessity for methodical and systematic organization in the business world today. Personality rather than book learning is the first requisite for a first-class indexer. Indexing is an art or a profession and should be so considered. In order to index and book the indexer must first see the information contained in the book before he can show it to others. Then he must have a "classified mind" which will array facts and theories in logical sequence. The information should be accessible to readers in simple, clear and accurate terms, and this cannot be accomplished when one is held down by a cut-and-dried plan of work. "Each book shapes a system for itself, according to its purpose and scope." Economy of time and labor should figure in working out a method of indexing. "A good indexer will make each entry correctly at the start, and not need to verify it; he will write each card in a good legible hand which can be used as it stands for printer's copy; and he will so plan the work as to avoid copying or rewriting cards, whenever possible. . . . The headings for cards should be selected with judgment, accuracy, and sense of their relative importance, and should be worded very clearly and concisely."

Technical literature abstracts and information bureau work in the library of the United gas improvement company. J. N. Morton. Engineering Rec. 64: 398. S. 30, '11; Excerpts. Special Lib. 2: 68-9. S. '11.

Notes on this article are given under the heading Special libraries.

L

Lectures.

Library lectures; their preparation and delivery. W. C. B. Sayers. Lib. Asst. 8: 162-9. Ag. '11.

The time seems to be coming when the ability to organize and deliver a lecture will be a qualification on which success in librarianship will depend. It will only be an auxiliary qualification, but its importance is unquestionable. No one is better able to reveal the treasures of the library than the librarian himself; there are numberless subjects on which he is better qualified to speak than an outside expert; and there are many cases in which an announced lecturer fails to appear. The librarian who can step into the breach is fortunate. The essentials in lecturing are a subject and a method. The subject must be one which will attract

the audience and admit of popular treatment. In attracting the audience the form of the subject as announced is of importance. Such a subject as "The educational value of folk museums" will not draw a crowd. Different results will follow an announcement of the same lecture under the title "Stories and superstitions about ships." The choice of subject must always be influenced by the probable audience. On first view it would seem that lantern slides as an aid to visualizing the lecture would be an advantage. It depends on the subject. In all matters of fact, slides are an unquestioned aid, but to attempt to illustrate novels, poems or plays, thereby limiting the imagination of those who see them, is a mistake. A lecture can only suggest; it cannot attempt to be exhaustive. A lecture to be successful should have as few important points as possible; three are sufficient for a lecture of an hour in length. Careful preparation with much practice in reading aloud for the purpose of improving articulation is recommended.

Public lecture in relation to public library work. H: E. Curran. Lib. Assn. Rec. 13: 313-21. S. '11.

"From earliest times, seats of learning and other institutions established to promote intellectual progress, caused libraries to be formed as a necessary part of their machinery. The public library reverses that order of things—providing lectures that will open the mind and quicken the intelligence, broaden the outlook of the masses upon affairs, excite interest in hitherto unexplored regions of knowledge, and direct attention to books upon wide and pleasant prospects of study and inquiry obtainable freely from the libraries—the work of which lectures are intended to reinforce." The question may be asked, should not such work come under the control of the education authorities rather than under that of the public library. Opportunities and facilities for education are many, but even at the best, educational institutions are limited in their field of activity; they do not reach the masses to the extent that the public library does. Free lecture work should be impressed upon the people as part of the library work.

"In Liverpool and elsewhere, programmes are circulated from the libraries and distributed from house to house in the various districts; posters are placed at the libraries as well as the lecture halls; the press is induced to give some prominence to the lecture committee's work and aims; and at the lectures occasion is taken to make it known that behind it all is the library committee, whose intention is higher than mere lecture giving—a missionary duty in fact, to indicate that public library books are available not merely for the further investigation into lecture subjects but for inquiry also into all branches of human thought and human experience. Thus public libraries may be made continuation schools for children (educationally speaking) of all ages." The lectures should serve not only as a means of instruction in themselves, but should serve also to point out the benefits which the library is able to extend. It is a common practice to list on the lecture programs the books bearing on the subject of the lecture. Experience shows that direct results follow.

Liverpool has had a long experience in this line of work as its free lecture system was inaugurated in 1865. The first lectures were on scientific subjects and in time came to be more in the nature of classes. Examinations were held from time to time. Later the scope was broadened, and subjects in music, art, literature, travel and history were treated. The scientific courses gradually ceased to form part of the lecture programs, it being thought that such work could better be left to the universities. Lantern illustrations have now come to be regarded as necessary in lecture work, and the library owns its own equipment. In lecture work with children, especially, is this feature important. Schoolmasters are apprised of the lectures, and the lecture subjects are often made

Lectures—Continued.

the basis of essay work in the schools. Thus a new bond between library and school is established. Difficulty is often experienced in finding the right kind of lecturers. Where the income is limited, this may often be the case. Geographical lectures are also to be commended. "Travel lectures supply an educational need. In the ranks of the prosperous, travel is considered a necessary part of a liberal education; and for those who have neither the time nor the means for voyaging abroad, the next best thing is to listen to one who has enjoyed such advantages, and to view upon the screen pictures of foreign peoples and places."

Legislative reference work.

See also Municipal reference work.

Librarians and assistants.

See also Civil service for libraries; Pensions for librarians.

Academic standing of college library assistants and their relation to the Carnegie foundation. W. E. Henry. A. L. A. Bul. 5: 258-63. Jl. '11; Excerpts. Pub. Lib. 16: 294-5. Jl. '11.

The reference librarian must "possess a larger grasp of information than is expected of any professor, for this member of the staff must know in general all that the faculty knows in detail. The lending librarian, if she does her whole duty, must know the book resources as well as the combined faculty knows them." The library staff should rank with the faculty, the librarian having the rank and pay of a professor, the assistant librarian should have the rank and pay of an associate professor, the other members of the staff that of assistant professors and instructors, according to the ability required. "Those not fitted to so rank should not be members of the staff but some other name should be adopted. . . . Admission to the staff of a college library must demand at least the bachelor's degree and added thereto should be the training of a library school preferably culminating in a professional degree; or, in lieu of school training, such experience in library work as shall leave no question of capacity or efficiency." The librarian should have equal claim with the professor to the Carnegie foundation retirement allowance and this claim has been allowed by the management of the foundation fund.

Difficulties of the provincial library assistant. W. B. Coupland. Lib. World. 14: 60-1. Ag. '11.

International librarianship versus the village pump. J. D. Stewart. Lib. World. 13: 374-6. Je. '11.

Professional men and women of one country know very little about the work that is being done by similar workers in other countries. "Instead of profiting by the experience of workers throughout the world, each country's group goes on to re-discover the same old things and to make the same old mistakes. This is particularly true of librarianship. In each country, with the exception of a few workers who are well informed, there is a profound ignorance of the library activities of other countries. The names of a few great libraries of each country are well known, but that is about as far as general professional knowledge extends. The methods of administration in vogue in American libraries are but sketchily known in England; English methods are practically unknown in America; and continental methods of administration are unexplored territory." Because some particular method of administration is in vogue in a number of libraries in one country, the opinion prevails in that country that the method is universal. It may have been abandoned by every other country

in the world. "Probably the most potent agent that can be utilized for breaking down the accidental barriers of frontiers and oceans is the library press. There is a growing tendency among the magazines devoted to librarianship to record the doings of other countries. Is it too much to ask them to extend this interest still further? Articles on methods in vogue in various countries for various purposes would be interesting and welcome. Library news, other than events of purely parochial interest, might also be gathered. The library press should consist of periodicals devoted to librarianship, not purely British librarianship, or American librarianship or Dutch librarianship. Then librarianship will cease to be discussed round the village pump, and will be considered in its true light as a science of world-wide application."

Knowledge of books. N. Y. Libraries. 2: 251. Jl. '11.

When information is desired on any point of library management or economy, it is a simple matter to point out the expert who can give the information, but a recent request for the names of librarians who had expert knowledge of books could not be adequately met. "To the student of recent library history, the causes of this are not far to seek. It is a natural defect of the very qualities that have given the library its present position in the world, its extreme emphasis on practical, tangible, measurable results, its supreme regard for 'efficiency' in library management, with its inevitable tendency to test results in terms of figures and percentages, and the domination in library schools and training classes of the idea that the trained librarian is one skilled, not in the knowledge and use of books, but in library method. . . . The main business of the librarian is not with questions of number and cost, but with books and their relation to human want and needs. It is absurd to estimate the service of a librarian to his community by the number of books he issues or the per capita cost of such issues. The true measure of his service is the extent to which the great world of books has been made a living, appealing, inspiring reality through that service, and for a man or woman to assume a position calling for such service without some special first-hand knowledge of the book world, is simply an impertinence. . . . Efficiency is a fine word, a stimulating word. Interpreted aright, it can not be too much emphasized. But in library work it includes as its very first essential, an efficient application of books to human wants, needs, tastes, and capacities, and for such efficiency, there is no possible substitute for a knowledge of books."

Library service. Lib. World. 14: 10-1. Jl. '11.

Salaries and the status of women assistants. M. Reed. Librarian. 2: 32-3. Ag. '11.

Notes on this article are given under the heading Salaries.

Salaries of librarians and their assistants. E. A. Savage. Lib. World. 14: 33-6. Ag. '11.

Notes on this article are given under the heading Salaries.

Women in library work. J. C. Dana. il. Ind. 71: 244-50. Ag. 3. '11.

The writer outlines clearly the opportunities which the public library offers to the young woman of intelligence and fair education. The special qualifications which should be possessed by the cataloger, classifier, book binder, loan desk assistant, and children's librarian, are set forth. The purpose of the paper, as the author states it, is "to show that to work among a library's books for the people who own the books is a many sided occupation, attractive

Librarians and assistants —Continued.

thru its general character to all right-minded young women, and appealing especially to women of varied tastes and talents thru its many-sidedness."

Work of the librarian. A. S. Steenberg. *Bogsamlingsbladet*, 6: 81-2. Ag. '11.

Introductory address at library course given by state library committee of Denmark.

Even a small library, thru exact cataloging and good classification becomes a useful instrument of education. To make a library thus useful is the librarian's chief duty: he is a teacher. He is also a manager of a business. Formerly it was thought that anyone could be a teacher; no special education was needed. To-day a similar opinion prevails as to librarianship.

Libraries.

See also College libraries; County libraries; Prison libraries; School libraries; Special libraries; State libraries.

Exploitation of the public library. A. E. Bostwick. *A. L. A. Bul.* 5: 60-5. Jl. '11.

Notes on this article are given under the heading Advertising thru the library.

What the community owes the library.

J. I. Wyer, jr. *A. L. A. Bul.* 5: 55-9. Jl. '11; Same. *N. Y. Libraries*. 2: 253-6. Jl. '11; Same. *Lib. J.* 36: 325-8. Jl. '11; Same cond. *Pub. Lib.* 16: 244-5. Je. '11; Same. *Minn. Pub. Lib. Com. Notes* 3: 91-2. Je. '11.

What the library owes the community, and what the library can do for the community are subjects that have been much discussed; the obligations, however, are not all on one side. There are some things which the community owes the library. In the first place, every community owes it to itself to have a library. By the act of establishing such a library, the community assumes certain responsibilities. Statutory provisions should be so shaped as to emphasize, and so enforced as to establish by precedent the fact that "partisan politics and personal self seeking have no place in the governing board of a library." No single mode of appointment can insure the right sort of trustees. Such a result can only come about thru a firm conviction on the part of the people that the library and the school are not concerned with the externals of life but with the permanent matters of citizenship and character. The community, then, owes to the library a governing board made up of the right sort of men and women and a competent library staff. In following the practice of urging the claims of local candidates, members of the community often work against the best interests of the library. "This insistence on the mere accident of residence is one of the chief contentions of the merit system of civil service which librarians seem to be practically unanimous in condemning as thoroly unsatisfactory for recruiting the staff in municipal public libraries." The community owes the library a reasonable financial support. A reasonable financial support may be defined roughly as "the amount, not extravagantly disproportionate to the entire city budget, which a thoroly competent librarian can spend wisely." Library finances, like those of the school, often suffer because a maximum tax levy has been fixed by law. The history of library legislation shows that such limitations are steadily being repealed or extended. The community owes the library a building that is substantial, tasteful and adequate, with an interior planned for library purposes. "The entire community owes the public library open-mindedness, patience and a better understanding of its work and needs. This is especially true of those persons and institutions that are potent in civic affairs and in the making of public opinion—the

press, public men, the pulpit, the chamber of commerce." Cooperation should result from the knowledge that whatever benefits either library or community benefits both.

Canada.

Provincial library system. A. W. Cameron. *Ontario Lib. Assn. Proceedings*, 1911: 46-54.

Some library possibilities. W. R. Nursey. *Ontario Lib. Assn. Proceedings*, 1911: 54-9.

Denmark.

Denmark's public libraries in 1910. A. S. Steenberg. *Folkbiblio.* 9: 81-2. '11.

University extension and public libraries. J. S. Möller. *Bogsamlingsbladet*. 6: 1-5. Ap. '11.

England.

Deptford's first permanent library. *il. Lib. World*. 14: 72-3. S. '11.

Federation of London public libraries. W. C. B. Sayers. *Lib. Assn. Rec.* 13: 330-3. S. '11.

Libraries of government departments in England. B. G. C. Collier. *Lib. World*. 14: 85-9. S. '11.

New Durban municipal library. *il. Lib. World*. 14: 46-7. Ag. '11.

Unborn to-morrow. O. E. Clarke. *Lib. World*. 14: 18-20. Jl. '11.

"Among the evils of the present library system may be counted the utter lack of system in the library scheme as a whole, caused by the absence of central control, or of any factor which might make for co-operation and unity. As a result, some areas are rich in libraries whilst in others there is not anything resembling a library, and the inhabitants, after their school-days, are left, without any means of self-development, to sink into a slough of half-educated ignorance, even more deplorable than a total lack of learning. Undoubtedly this lack of unity will be remedied before the millennium arrives: politicians will one day have time to turn their thoughts library-wards; and then will be initiated some system whereby the great cities will be furnished with large general libraries, each of which shall, however, specialise in some branch of knowledge of particular utility to the city wherein it is situated; of popular general libraries for the country towns; and of itinerating libraries for the thinly populated rural districts. Other educational forces will co-operate, and extension work will be freely undertaken. No longer will the public library fall under the same category as the soup-kitchen and similar charitable institutions! It will be regarded in those days as a vital part of the national life."

Germany.

Royal library at Berlin. D. Smit. *Bock-saal*. 5: 215-7. Jl. '11.

Digest of an article by the librarian, Dr. Harnack in the *Preussischer Jahrbücher* for April. While government libraries in London, Paris, Vienna, St. Petersburg and Washington, only in very special cases, loan out books, last year in Berlin 1,400 a day were loaned out to 1,000 a day used in the library. The former figure includes 100 sent by post. A dark side is that it occasionally happens that a book is asked for which is not in—a great inconvenience when

Libraries—Germany—Continued.

scholars have made a journey to Berlin to consult it. On the other side, however, are two strong arguments. First, one who goes to a library and takes notes must in his work at home depend on these and does not have the opportunity of consulting the books themselves up to the last moment. Again, the scholar who can borrow books is independent of library hours and can work far into the night. The loan system at the Royal library is one of the reasons that the Germans work so zealously in the field of knowledge. A remedy would be two great central libraries, in one of which no books should be loaned. In the near future the second library can be formed out of the seminar libraries of the University of Berlin. To find room for the steadily increasing mass of books in the Royal library, those little used might be placed outside the city, 10 or 15 miles away, with automobile delivery to the reading room once or twice daily.

Netherlands.

Public libraries in Holland. H. E. Greue. *Bogsamlingsbladet*. 6: 59-63. Je. '11.

Special libraries. J. W. Enochedé. *Boek-zaal*. 5: 212-5. Jl. '11.

Advocates libraries in special subjects, as Old Norse literature, where without the delay and blank filling of public libraries, a large number of books might be consulted freely.

Norway.

Norwegian public libraries. A. Arnesen. *Folkbiblio*. 8: 123-7. '11.

Scotland.

Leighton library at Dunblane and its founder. W. McGill. *Lib. World*. 14: 1-7. Jl. '11.

Summary of the history of the Sandeman public library, Perth. J. B. Bouick. *Lib. Assn. Rec.* 13: 322-9. S. '11.

Sweden.

Library exhibition at the tenth school-meeting of the northern provinces. M. Widegren. *Folkbiblio*. 8: 118-21. '10.

United States.

Educational opportunities in Chicago; a summary prepared by the council for library and museum extension. S. 80p. '11. ' Council for library and museum extension, Chicago.

A description of the educational institutions of Chicago, including libraries and museums.

North Carolina libraries—their improvement. L. R. Wilson. *N. C. Lib. Bul.* 1: 80-3. Je. '11.

Opening of the new building of the New York public library. *N. Y. Libraries*. 2: 262-4. Jl. '11.

Place of the public library in the community. H. E. Haines. *Dial*. 50: 463-5. Je. 16, '11; *Same. Lib. J.* 36: 426-8. Ag. '11.

Report and summary of the proceedings of the Pasadena convention.

Wales.

National library of Wales. *ib. Lib. World*. 14: 79-82. S. '11.

Libraries and schools.

Increasing the efficiency of the library as an educational factor. A. H. Chamberlain. *A. L. A. Bul.* 5: 154-63. Jl. '11.

"The school and the library are parts of one and the same great organic institution. Whether housed in the school building or in a separate structure on the campus, or in a public building, managed by a special board and financed by the municipality, the library is part and parcel of the educational scheme. The books of the library are as much a part of the school machinery as are the various pieces of apparatus in the physical laboratory, the biological specimens, the collections used in the study of mineralogy, or the tools and materials in the craft shop or the school kitchen. To think of the library as apart from education and as simply a desirable aid to the school, is to place it in the amusement column. Already some libraries, and the major portion of most, I fear, judged by the books on their shelves, belong with the theatre and the summer resort. A collection of books meeting this requirement merely is not a library. "The first element necessary in the making of a more efficient library is the personality of the librarian." All librarians must be teachers in spirit and temperament, and all teachers must understand how to work with books. Some one has truly said in speaking of the untrained that 'you should not put drugs of which you know nothing into a body of which you know less.' The individual who understands books slightly and boys and girls not at all can not be expected to make either a good librarian or an excellent teacher." All prospective teachers, then, should be offered a course of instruction in the use of a library. "One has but to study conditions as they exist, whether in the public or the school library, to note that adults, not to speak of boys and girls, are practically at sea when making investigations. . . . Many well-meaning students spend more time in groping through the library in a fruitless search than they give to reading, and many a one remains away from the library altogether when now and again he finds a few moments for study, knowing that only a prolonged period will reveal the desired material." Every well-regulated school of several teachers should have a good collection of books with a librarian, who should be classed as a member of the faculty, to preside over them. Pupils should be systematically taught to use the library. Where there is no school librarian the public library should furnish a demonstrator. The average pupil believes that his text book contains all that is to be known on a subject. Librarians are sometimes obliged to persuade otherwise excellent teachers that they can find valuable teaching material outside of their texts. The use of those most common books of reference, the dictionary and the encyclopedia, are little understood by the average reader. In pointing out the use of reference works the librarian will probably find that she must begin with the teacher. "Before the teachers can instruct the pupils, the teachers must themselves be taught. Before class work opens in the fall the librarian should meet and instruct the teachers. In the elementary school this may be done by grades. In the high school the teachers of a given subject may form a group for instruction, or all may assemble in a body. It is absolutely necessary that teachers be proficient, for from no one can instruction so well come as from the class teachers. Like morals, the use of books and the significance of good literature can best be taught incidentally to the immature mind."

In the matter of book selection, teacher and librarian should work together. The teacher should be familiar with trade lists, publishers' bulletins, and reviews. Each teacher should keep a bibliography of the subjects taught. Many libraries are rich along certain lines of school work and almost barren in others. This may be due to the bias of the librarian, but more prob-

Libraries and schools—Continued.

ably to the fact that the teachers in one department have required considerable library work. Care must be exercised lest the library become top heavy, the sciences, mathematics and technical subjects must not be crowded out by the works on English and history. That the libraries and the schools may work together to the best advantage, it has been thought best in some localities to organize both under one management, or, if not entirely under one management, to have a member of the board of education on the library board, or to make the librarian a member of the school board. From the financial side the advantages of cooperation are obvious. "Modern methods of teaching lay more and more stress upon the use of the library as a working laboratory for all departments, a means of supplementing the regular text-book work in the class room by the use of books and illustrative materials so as to give the pupil a broader view of the subject and awaken an interest which may lead to further reading on his own account, to create a love of reading and develop a library habit which will lead him to the best use of the public library after school days are over as well as during his school life."

Library and school again. Wis. Lib. Bul. 7: 99-100. Jl. '11.

The fact that such a very small per cent of the children in our elementary schools ever go on to higher institutions of learning lays a double duty on the teacher and the school: first the child in school must be given an opportunity to acquire an education; second he must be given an impetus which will continue beyond his school years. "The library can help in both duties. In many cities classes accompanied by the teacher are sent in school hours to the public library, there to learn the use of books, and the resources of the library. The library work is a school duty, and credit is given for work done there, it being considered a part of the work in history, for example, if it is a history class that is taken to the library. The first and most direct result of this is that the pupil is benefited in his school work, since the riches of the library splendidly supplement the necessary narrowness of the text book. The second and more indirect result is, after all, more important. In the library the pupil has learned the resources of literature, he has acquired a taste for reading, a taste in reading. If he has once enjoyed the companionship of books, he will continue to be a patron of the library long after the doors of the public school are closed to him. The library will become his continuation school. He is in a fair way to become an educated person, even though he never again enters the school room."

Library and the schools. Mrs. W. G. Clough. Wis. Lib. Bul. 7: 138-42. Jl. '11.

The primary purpose of the librarian in her work with a child is to interest him in good books; next her purpose should be to interest him in the library as the home of good books; and after this to interest him in the mechanism and technique of the library that he may use it to the best advantage. Most children who come to the library come with a love of books already awakened; to reach those in whom this love is lacking, the librarian must work outside the library. It is here that the cooperation of teachers and parents is needed. The librarian may reach the children in the school room by means of stories or selected readings; or conferences with teacher or parent may bring more direct results. The awakened reader should be encouraged to rove in the library at will. "But the best knowledge of the library is not to be acquired by an aimless wandering nor even by a purposeful but undirected search. It is desirable and necessary to interest the child in the plan upon which the library is built, to acquaint him with its mechanism and technique, with the use of its classifications, its catalogs, its indexes and the local arrangement of its

shelves, to the end that when he comes to the library in search of a book or a fact of information, he may, by the guides of the library, go straight to the shelf that contains the book or the information that he is seeking. Of course to the searchers after knowledge the librarian is to be an ever present help in time of trouble, but she gives her best help not by bringing to them the matter that is wanted but by teaching them the way to find it for themselves." It has been the practice of the writer to visit the grades, taking a selected group of books from the library. With these as illustrative material, the processes of cataloging and shelf arrangement are explained. High school pupils visit the library in groups to receive more detailed instruction. Teachers are called on to cooperate with the library in directing the children's reading. Typewritten lists of books are submitted to the teacher for advice and suggestion. Copies of these amended lists are placed in the library and in the school rooms. The library lends pictures to the school; and also keeps on hand a collection of typewritten pieces suitable for recitation which the children may draw as they draw books. "In all our efforts we try to make the library a useful auxiliary to school work and to make the students so familiar with and interested in its phase of work that the intimacy may not cease with the end of school life."

Library instruction in schools. M. A. Smith. Wis. Lib. Bul. 7: 134-7. Jl. '11.

Library instruction is given to eighth grade pupils in some of the Wisconsin schools. The librarian in charge of this work visits the schools on four consecutive days and talks twenty minutes each day. Then groups of 15 or 18 pupils are sent to the library for an hour's work. In the talks at school, classification and arrangement are taken up first. The Dewey system is explained and the names of the ten classes are written on the blackboard. The grouping of books on the same subject is emphasized. An explanation of the call number equaling the class number and the author number is given. By drawing a plan of the book room it can be shown where each class is located. "Explain why the catalog is not printed but on cards. Tell them you are going to catalog some books for them on the board and for them first to choose one whose title gives a clue to the subject of the book. On the board write author, surname only, title and call number. Label it author card. Explain why a title card is made and make one on the board. Explain why a subject card is made and make one. Label the last two also. Take another book and have different children dictate to you what the cards would be and put those on the board. Do as many as you have time to do. For one take a book whose subject is not suggested by title and let children guess and from this work out analyticals with the paging. Explain how cards are arranged and have them tell you the order in which the cards on the board would be placed. Number cards as they give them. Draw plan of catalog case, putting index letters in a number of the drawers. Ask children in which drawers the cards on the board would go." In explaining the periodicals, "have with you the index of the volume and show how this takes the place of the six contents pages as a guide to contents. Place on board backs of several volumes of magazines, arranging by volume and bring out the idea of file. Ask them now how they would get at contents of the file. Put on board the name of the abridged Poole with dates covered. Explain name and somewhat of how it was made, bringing out clearly its great use as a time saver. Add the name of the Readers' Guide with dates. Take a number of topics and ask children which index to use, bringing out the significance of date for some topics, as airships for instance. . . . Take children to reference room. Explain very briefly date and general character of general cyclopedias. Then quickly pass around the reference room, calling their attention to the reference books they will

Libraries and schools—Continued.

need to use soon and asking them to look them over when they have a few minutes in the library, as a catalog can not indicate their whole contents. A card is then given to each child and he is asked to find each book on it and bring each book on it to a librarian to see that he is correct and then replace the book. The card for each child is different, and contains six entries for books, one being fiction, one a reference book and the last a bound magazine. . . . The aim of this work is to make the child feel at home in the main library by understanding its mechanical features and realizing these are an aid to him and the enjoyment of books he finds there."

Problems of work with schools. H. A. Wood. A. L. A. Bul 5: 247-9. Jl. '11.

"A school department is intended to serve all the teaching force in the community, private and public, secular and religious, from kindergarten to college. As its chief function is to bring all teachers to a full conception of their library privileges, this can be best accomplished if the school department makes its work tributary to every other department. In serving the grade teacher the school department must be familiar with the juvenile books; in helping the high school and college teacher, it must know the resources of the adult circulating and reference collections. To care properly for the libraries already in schools and temporary collections it must work hand in hand with the catalog department; while a clear conception of relations with all other forms of extension work such as branches and stations is imperative." The library cannot take all the initiative. The teacher must direct the pupils to the library and encourage them in its use. Sometimes before the teacher can be reached, the cooperation of school board and school authorities must be gained. The city of Portland has been very successful in establishing a system of cooperation between the library and the public school system. The school board makes an appropriation for library purposes, the library provides the librarian and cares for the books. "From the beginning the teachers as a whole were sure that the school authorities believed in the library. The faithful teacher was relieved of the burden of carrying books back and forth from the children's room, and the indifferent teacher was aware that the children's interests were first in the minds of the board. So far, the teaching side of work with schools has not received much attention, but in planning for next year it is the intention to organize the instruction of teachers and pupils only with the full support of the school authorities. A joint committee of school and library board takes up all matters of common interest. Therefore this body must first be convinced of the importance of any radical measure. While there will always be necessity for work with individual teachers and pupils, we are convinced that greater progress will be made if we attack our problem at the other end of the line."

Libraries as social centers.

Library and the social center. L. E. Stearns. Wis. Lib. Bul. 7: 84-5. My. '11.

"Experience has shown that where no efforts are made along the lines of library extension only 10 per cent or at the most 20 per cent of the people are reached in any given community. . . . Libraries should be quick to realize that the social center offers a most excellent opportunity to reach those that might not otherwise take the time to avail themselves of library privileges. The free public library should therefore be made an important part of social center work through active and sympathetic cooperation." Where the library has the necessary facilities there is no reason why the library building should not serve as the social center for the community. In cities

where parochial schools exist, the library building may afford a better place than the school house. But wherever the social center may be located the library has a part to play in emphasizing the use of books. A librarian of peculiar fitness for such work should be provided either by the library or by the social center authorities. Those who cannot afford correspondence courses should find material for self help at the social center library. Wholesome novels should be provided. The rules for the issuance of books should be as simple as possible. A reading room, light and attractive, and stocked with the best popular magazines should be an important feature. Attractive libraries and reading rooms make less attractive the seductions of other places. "George Elliot said long ago, 'Important as it is to direct the industries of men, it is not so important as to wisely direct their leisure.' It is indeed true, as a critic of our national life has said, that 'The use of a nation's leisure is the test of its civilization.' To win people to a love of good literature, to bring back the old days of reading and meditation, are two of the great problems that confront the present-day librarian."

Social work of the St. Louis public library. A. E. Bostwick. Pub. Lib. 16: 194-5. My. '11; Same. Lib. Assn. Rec. 13: 208-10. Je. '11; Same. Lib. J. 36: 462-3. S. '11.

Library administration. See **Administration.**

Library advertising.

Library publicity. A. H. Cuttle. Ontario Lib. Assn. Proceedings. 1911: 109-11; Same. Pub. Lib. 16: 285-6. Jl. '11.

Library publicity. G. E. Scroggie. Ontario Lib. Assn. Proceedings. 1911: 111-6; Same. Lib. J. 36: 289-92. Je. '11.

Newspaper advertising. M. E. Streeter. Lib. Occurrent. 2: 225-6. S. '11.

The library at Muncie, Indiana, has made arrangements to have an article in each Sunday issue of the local paper under the heading "Timely talks on a library." The first Sunday of the month is given up to the children's department. Lists of books are printed and sometimes the children themselves are asked to write criticisms. The second Sunday is given up to the periodical assistant, and the article treats of the magazines for the month. On the third Sunday the reference librarian discusses the work of her department, and the fourth Sunday is devoted to the progress of the library in general. Readers often come to the library with lists of books clipped from the paper, and in other ways show that they are following the library news.

Library architecture. See **Buildings.**

Library associations and clubs.

Library organizations. Pub. Lib. 16: 333. O. '11.

Membership in library associations. N. Y. Libraries. 2: 250-1. Jl. '11.

The question as to the value of membership in either the A. L. A. or the state association to one who cannot attend the meetings has been put forward. "Of course it is impossible to estimate the exact value of such membership in terms of money, but it is entirely safe to say that in the majority of cases, regular and continued membership in either of these associations will prove profitable, even in financial returns. Nothing is more important for a li-

Library associations and clubs—Continued. Librarian's advance in efficiency and recognition than the development of a professional spirit and interest, and there is no more effective way of developing this spirit than by close affiliation with one's fellow workers. . . . This larger spirit and the larger efficiency that comes with it can not be cultivated, however, with the thought of personal gain chiefly in mind. To put before oneself the question whether it will pay to join one of the associations mentioned, is to neutralize in a large measure the benefit which membership should bring. The true professional spirit is gained by thinking, not of oneself but of one's work and the cause to which he is attached. The librarian who will get the most out of association with his fellows is the one who asks, not what I can get from this association, but what can I give to it, how can I help and promote the cause for which it stands."

Library boards. See Trustees.

Library clubs for children. See Clubs for children.

Library commissions.

Commission and the local library. C. F. Baldwin. Wis. Lib. Bul. 7: 112-7. Jl. '11.

The function of the commission in organizing libraries has been clearly recognized, but, beyond this, the relation of the commission to the already established library has not been defined. This may be because, so far, the commission has been kept too busy with its work of organization to devote much time to its other duties. Many commission workers maintain that the library has no part in the administration of local library affairs beyond the wise dispensing of funds and the recommending of books. "But experience has shown that the establishment and technical organization of libraries is only the beginning and that the 'advisory work with libraries is limited only by the resourcefulness of the commission itself.' This work has developed by meeting the needs of libraries, and librarians and trustees may help the commission by making known their needs and calling upon the commission for help in all sorts of problems." The ideal commission should be "a guide, counsellor and friend to all library workers in the state, never dictating or offering untimely criticism, but tactfully maintaining an attitude of helpfulness, serviceableness, and understanding which results in a mutual feeling of perfect confidence." Among the concrete problems of library administration which the commission may assist in solving, the problem of finance may be considered first. "The commission collects reports and statistics which furnish valuable information for comparison with other libraries. Interested trustees find great satisfaction in working out such comparisons, and librarians may help by keeping careful records, and above all by sending reports promptly. . . . In dealing with city councils, county or township boards, comparative statistics are again of value, and the presence of the state officer with an authoritative statement regarding the library law is often all that is needed to carry the day for the library." Business methods have been neglected in many libraries, but the commission, by furnishing uniform blanks for accounts, has helped to put administrative matters on a better business basis. The library commissions have helped local libraries by raising the standard of library service. The first means to this end has been the summer school. "This educating process is continually going on at state and district meetings, and as a higher ideal of the library's place in the community is established, the dignity of the librarian's office will be recognized, and vice versa—as better service is rendered by the library to the community at large, so will the

dignity of the institution be augmented." The commission has been able, in many cases, to act as mediator between librarian and board of trustees when differences of opinion have arisen. Important as these details of management may be, it is in the broader civic work of the library that cooperation with the commission is most needed. The librarian in the small town has few opportunities to come in contact with the great movements for civic and social betterment. There are, in every state, boards which are working for the conservation of human life and natural resources; there are furthermore national associations, such as the American civic association and the peace society whose work should be known by all. "The commission should serve to bring the local library into communication with all these state and national organizations, not only by publishing lists of available publications, but often distributing such material, and seeing to it that it is brought to the attention of the public. The commission not only supplies literature, but should be able to furnish lecturers, or at least put the librarian into communication with such. . . . The service of a library commission should be measured not by the numbers of libraries established, not even by the number of books available to the reading public, but by the efficiency of library service throughout the state. The ideal commission then will not be satisfied when every town of a certain population has a library (although this gives much ground for genuine satisfaction) not even when these libraries are well housed, well chosen, well organized and economically administered, but must help to keep always before the librarians and trustees a broader vision of the library's possibilities, until each library becomes a real factor in its community in 'the fight against ignorance, dullness, selfishness and materialism' and in the development of a higher ideal of citizenship so that each community however remote will realize that it may 'keep abreast of the advancing march of civilization' and have a share in the world wide movements for social regeneration."

Library economy.

Practical use of books and libraries: an elementary manual. G. O. Ward. O. 8ip. \$1. '11. Boston bk.

—Teaching outline to accompany same. O. 50p. pa. 50c. '11. Boston bk.

Library exhibits. See Exhibits of libraries.

Library extension.

See also County extension; Lectures; Libraries as social centers; Township libraries.

Administrative units in library extension—state, county, township, city. M. S. Dudgeon. A. L. A. Bul. 5: 130-8. Jl. '11.

When one sets out to make a study of the comparative efficiency of the different library units, he finds that no standard has been established by which such efficiency can be measured. Nothing remains but to make a standard, and, while the difficulties of such a task are self evident, it is clear that there are four elements which must unquestionably be considered. "The book need—the acuteness of the book hunger of the person served; the quality of the book, both intrinsically and also with reference to its value to the individual who comes in contact with it; the frequency with which the average book on the shelves is delivered to the patrons of the system; and the cost of distribution per book. . . . It must, of course, be remembered that it is impossible to obtain definite results in establishing such a standard of excellence. Two of the elements that enter into the standard, first, that of the

Library extension—Continued.

book need or hunger, and second, that of the quality of the book, are elements that cannot be measured in any definite way. Furthermore, until the need of the persons served by the unit has been demonstrated and the quality of the book delivered has been established, figures representing merely the number of books circulated by any unit and the cost of the circulation are empty and valueless figures. To deliver one book of great human value to one person greatly in need of it at a cost of one dollar for the single circulation might constitute a more efficient service than to deliver fifty less valuable books to fifty people needing books less, at a cost of one cent only for each circulation."

In the present paper an effort is made to compare the work of the different administrative units with the work of the average city library. The conclusion is, that, so far as comparisons are possible, facts would seem to show "1. That the need of books—the book hunger—which is met by the extension system, is greater and more intense than the book hunger of those who are served by the average town and city library; 2. That the quality of the book delivered is better intrinsically and better fitted to meet the needs of those receiving it than is the book which circulates within the city system; 3. That the extension systems circulate the books on their shelves more freely than do town and city libraries; 4. That it costs less to deliver good books in the book-hungry rural districts than it costs to deliver the poor and less needed books to urban dwellers." The units of extension work fall into two classes: 1, state work; 2, local work. The consensus of opinion seems to be that "local extension work will never attain a scope and an efficiency which will make unnecessary state traveling libraries. If we had ideal geographical, industrial, social and financial conditions, including distribution of population and population centers, state traveling libraries might become unnecessary." It has been suggested that Iowa, possessing in a great measure, these characteristics, might be able to drop its traveling library work. But a more particular inquiry reveals the fact that portions of the state would be left wholly without book service. Any extension system to succeed must meet certain essential requirements. "1. No unit of extension work can succeed unless it is gathered around and has as a center a library with considerable resources of books and funds; 2. A centralization of population and wealth found only in a city or large village is necessary before there can exist a library with resources of funds and books sufficient to form a center of a successful system; 3. Each unit for extension work must embrace a community of natural solidarity. Political divisions, whether they be counties, towns or cities, are mere blocks of real estate bound together by artificial political bonds. Every farm family and every farmhouse, however, is a part of a natural community. The individual who has lived in a rural home knows that for every farm there is a city or village which is spoken of in the circle as 'town'. No one is in doubt as to what is meant by the word. . . . Our conclusion therefore is that the natural unit for library work is the community which naturally centers itself around some city or village. No farmer and no farmer's family should be asked to travel in one direction for their books while they travel in another direction for their commercial, social, and industrial associations." The conclusion is now generally accepted that when communities are to share in the privileges of the city or village library, they may be expected to contribute toward the support of the library. "We make the suggestion that in reaching this conclusion rustic psychology has not been sufficiently considered. Every farmer is psychologically from Missouri. You cannot imitate the pleman in his transaction with Simple Simon, and ask the town or county official first to show his penny before you deliver your product to him. If you do not demonstrate to him the value of library service, if you do not, in other words, deliver

the goods before you make demand for a showing of the money he is very likely to make the same reply to you that Simple Simon made to the pleman and inform you that indeed he hasn't any penny to exchange for the library service." A summing up of the conclusions arrived at in this study is as follows: "1. Assuming that the efficiency of library service depends upon the need of the person served, the quality of the book furnished, the frequency with which the average book is circulated, and the cost of the service, experience demonstrates that every unit of library extension work, state, county, township, or city, is capable of being efficiently operated; 2. Under existing conditions it is for the present, at least, necessary to employ the state as a unit in traveling library work; 3. The boundaries of a unit of local library extension work can not follow the boundaries of political divisions; 4. No unit is suited to all needs; the unit must vary with social, industrial and educational conditions; 5. The essential characteristics of an efficient unit are: It must center in a library with considerable resources of books and funds. The existence of such a library presupposes the existence of a city or village of considerable size; Each unit must include a community of natural solidarity bound together by social, industrial and natural interests; 6. The natural order of extending library service into surrounding territory is that the value of library service must be demonstrated before funds are demanded; 7. The law providing for library extension should be such as to render contributions by one community to another voluntary rather than compulsory, and should permit any political division to contract with any other political division for library service."

Branch library and its relation to the district. C. E. Howard. A. L. A. Bul. 5: 109-12. Jl. '11.

The branch library can find many opportunities to carry on extension work. The Pittsburgh branches are doing such work. Fuller notes of the article are given under the heading Branch libraries.

Civic improvement and development. M. S. Dudgeon. Wis. Lib. Bul. 7: 60-4. My. '11.

Some suggestions as to what the library can do in advancing movements for civic improvement, with references to articles in earlier numbers of the Bulletin treating on specific phases of the subject.

Librarian as a factor in community development. W. L. Finch. Wis. Lib. Bul. 7: 64-6. My. '11.

Shadow and the substance. M. G. North. Lib. World. 14: 77-9. S. '11.

"Few things could be worse for a library system than that the librarian should jog along the old-fashioned path in blind contentment, ignoring the many lessons which experience teaches; but is there not an element of danger in recklessly running in the opposite direction? The present writer is numbered among the progressive librarians, and has great faith in library lectures and other forms of extension work, believing them to be a great power for good if adopted and carried out judiciously. But emphasis must be laid on the word 'judiciously. . . . The real work of a public library is to circulate books, and by this means to disseminate knowledge. The function of the librarian is to teach indirectly, not directly; his business it is to provide readers with the books they require, and to advise them in their choice, when necessary. It is this—the substance of a library's work—which is too often neglected on account of the more showy extension work, which looms like a great shadow in the minds of some librarians."

Library extension—Continued.

Social work of the St. Louis public library. A. E. Bostwick. Pub. Lib. 16: 192-5. My. '11; Same. Lib. Assn. Rec. 13: 206-10. Je. '11; Same. Lib. J. 36: 461-3. S. '11.

Library handwriting. See Handwriting, Library.**Library methods.**

Care of school libraries and some helps which are available. F. K. Walter. N. Y. Libraries. 2: 256-60. Jl. '11.

An article which considers the adaptation of general library methods to the needs of the small school library. Fuller notes are given under the heading School libraries.

How to increase the reading of non-fiction. N. Y. Libraries. 2: 243-4. Ap. '11; Same. Ia. Lib. Q. 6: 176. Jl. '11.

Library of congress.

Library of congress classification. C. Martel. A. L. A. Bul. 5: 230-2. Jl. '11.

Notes on this article are given under the heading Classification.

Library reports.

Annual report. A. K. Gill. Lib. World. 13: 360-3. Je. '11.

Library schools.

A. L. A. committee on library training; report, 1911. A. L. A. Bul. 5: 77-9. Jl. '11.

Library school requirements in Germany. C. S. Thompson. Lib. J. 36: 349. Jl. '11.

Library training.

A. L. A. committee on library training; report, 1911. A. L. A. Bul. 5: 77-9. Jl. '11.

Library training in California. M. L. Suttiff. A. L. A. Bul. 5: 263-8. Jl. '11.

Some thoughts on professional training. E. S. Fegan. Lib. Assn. Rec. 13: 237-42. Jl. '11.

Theory of the training class in the large library. F. E. Smith. A. L. A. Bul. 5: 268-70. Jl. '11.

"The training class in the large library is an evolution from the apprentice class. It signifies more formal and extended instruction than did the apprentice class, and is supposed to be a necessity in libraries where the staff is sufficiently large to make a number of recruits a probability each year." Not even in minor positions can untrained help be used without detriment to the library, and as library schools can hardly supply the demand for workers in the higher positions, it devolves on the library to train its own under assistants. As a rule applicants should have at least high school training and should be under thirty five years of age. While a written examination is not the best test of ability, it may serve as a safeguard. "A failure to pass a written examination will be the only reason accepted by some candidates for not being allowed to enter a training class. It should be marked not so

much on accuracy of statement as on the general intelligence shown in the manner of answering, and the examinations should count as only a part, possibly a half, of the mark of admission. With this should be averaged a mark for personality and general fitness." The size of the class should depend on the probable number of necessary additions to the staff. "In planning the curriculum, we must consider the mental equipment of the students upon entrance and the kind of work for which they are to be prepared. Entrance requirements should be such that purely cultural studies will not be necessary. The curriculum should include technical studies such as order routine, cataloging, classification, business methods, etc., studies in book selection and distribution, and lectures on and investigation of civic affairs, with emphasis on book selection and civic affairs." The courses in book selection should be given considerable time; technical courses need not be as extensive as in a library school; and instruction should be given by those actually engaged in the work.

Women's work in libraries. M. Reed. Librarian. 2: 76-7. S. '11.

The writer criticizes the efforts of a certain woman's college in England to offer courses in library training. Without proper facilities the school could only turn out half trained assistants who would lower the standards of the profession and tend further to lower salaries which are already low enough.

Lighting.

Lighting of public libraries. J. Gas Lighting (Lond.) 113: 383-4. F. 7, '11.

Loan department.

See also Charging systems.

Local collections.

Advisability of establishing county libraries. A. C. Piper. Lib. World. 14: 65-7. S. '11.

Because of the waste of money in libraries all over the country making a point of collecting local literature, Mr. Piper proposes the establishment of county libraries which shall make general collections of local material, the same to be used for reference purposes only. Their cost and maintenance should be borne by the whole county, and each town library should have a catalog of the county library so that the staff could advise readers where to find local material. In such libraries the librarians would be able to devote their whole time to the work of collecting and indexing local literature and this would develop a class of specialists in the bibliography of the county. Only county councils could authorize the establishment of such libraries.

M**Magazines. See Periodicals.****Maps.**

Maps: their value, provision, and storage. C. P. Jackson. Lib. Asst. 8: 184-90. O. '11.

All reference libraries are, as a matter of course, well supplied with atlases, and so consider themselves fairly provided with maps. Collections of loose maps are somewhat of a rarity in public libraries. "Altho the majority of questions of a geographical nature asked in the reference department can be adequately answered with the aid of a good general atlas and gazetteer, the value of a collection of maps

Maps—Continued.

on a larger scale than those contained in atlases, is nevertheless appreciated by the authorities of those libraries fortunate enough to possess such a collection. There are many features—physical and otherwise—which atlas maps are precluded by the limitation of size from showing, and such maps are quite inadequate to subserve the needs of those who are desirous of making a thoro survey of the history of a country, of studying a particular epoch in such history, or of obtaining a clear idea of the economic possibilities of the land." As soon as the library begins to acquire a small collection of maps, it faces the problem of storage. It is easy to store maps away, the problem is to store them so that they can be located at a moment's notice. Folding maps can be kept on shelves like books; maps on rollers are comparatively easy to handle; the difficulty comes with those maps issued, as are all government maps, in sheet form. The method of the Royal geographical society follows: "A large room is devoted exclusively to the storage and display of maps, and these are kept in drawers which are arranged in tiers round the room. The dimensions of the drawers used—43-in.x29-in.—enable the majority of maps to be accommodated with but one folding; and of course many maps flat. Each tier of drawers is given a letter, the letters being used again doubled and trebled on the exhaustion of the alphabet, and each drawer is numbered. A certain number of tiers is allotted to each of the continents, and in these tiers the countries are arranged in alphabetical order; as much subdivision as desired being possible under each head. A printed catalogue was issued in 1881, in which the collection was divided into the five main divisions Europe, Asia, Africa, America, and Oceania, and under these heads arranged by countries and divisions of countries; since that date, a manuscript catalog has been compiled of all accessions, by which the latest maps are made available to those requiring them. A chronological list of the maps therein contained is placed in each drawer, so that one can see at a glance which is the latest map of that particular country or district, and the press mark of each map is placed against the entry in the catalog." The collection of the Library of congress has followed a plan somewhat similar to that of the Royal geographical society. "Within the last few months, steel map cases have been introduced, containing at present over 2,750 drawers. These have the advantage of being fire-proof, and practically impervious to dust. The maps are all classified by geographical divisions, so that their arrangement constitutes an index by which any particular map can be readily found." It is not supposed that any general library will be called upon to provide on so elaborate a scale for map storage, but it may be that the smaller libraries may be able to adapt some of the provisions made by these greater institutions to their own needs. The practice of compiling an index to maps contained in books and periodicals is one of great value.

Moving.

Moving the University of California library. H. L. Leupp. Lib. J. 36: 458-60. S. '11.

Municipal reference work.

Municipal reference libraries. Survey. 26: 872-3. S. 23. '11.

"The Civic league of St. Louis, in recommending such a bureau to the board of freeholders, made the following statement: 'The value of comparative data in dealing with municipal questions can hardly be overestimated, especially when so many new problems are constantly arising. A department of this

kind would prevent many ill-advised measures now advanced from becoming laws, and would often save the city an actual loss by preventing the passage of ordinances which have proved unsatisfactory in other cities. An officer whose duty it will be to keep in touch with municipal movements everywhere and be ready to supply the information to those who are charged with making the laws and administering them should, we believe, be provided for in the new charter.'

Museums.

Little museum. Mrs. W. C. A. Hammel. Greensboro, N. C., Daily Record. S. '11; Same. Vacation visits to our public library. Greensboro, N. C., public lib.

The Greensboro, North Carolina, public library has a little museum for children consisting of a "collection of local minerals, bird eggs and nests, Indian arrowheads, moths and butterflies." It is usually the center of attraction for a circle of boys and girls, some curious, some studiously comparing the specimens with bits from their own collection. The value of the museum is apparent in the growing demand for books on nature study and history. "The young readers' tastes are diverted from fiction to nature books, to books of travel and adventure, biography, science, and history. . . . A museum in the library is just one more help in the movement for a broader, fuller education. This museum may become an integral part of the apparatus for elementary instruction in the public schools. The community benefits by its influence for culture and betterment, for it stimulates studious thought in older people as well as in the children. It is a means to the extension and diffusion of popular information and ought to lead from a vain pride in local resources, whether natural or historical, to a wiser, more profitable use and conservation of them."

N**National education association.**

Committee on co-operation with the National education association; report. 1911. A. L. A. Bul. 5: 75-6. Jl. '11.

Newspapers.

Newspaper files. T. J. Murphy. Greensboro, N. C., Daily Record. S. 4. '11; Same. Vacation visits to our public library. Greensboro, N. C., public lib.

"I consider such files [of newspapers] of very great value to citizens generally, and especially to city, county, and state officials; for when they want to know of a fact, law, ordinance, or circumstance, that has held sway so long that the memory of man runneth not to the contrary, and its validity and reason is ever brought in question, there is nothing so convincing as to draw forth from the archives of antiquity some old age-worn newspaper and reproduce the original account. I consider it best to have these papers filed in some library and kept by a librarian, or otherwise the party examining will often take a clipping or a copy away and lose it. It is also a well known fact that a person can never find a newspaper that he is especially searching for, even if it be only a few days old, much less one a decade or a century of age. In fact I regard newspaper files in our library as one of the most valuable and accurate methods of keeping local history straight."

P

Penmanship. See **Handwriting, Library.**

Pensions for librarians.

Pensions for library workers. Pub. Lib. 16: 332-3. O. '11.

A plea for the establishment of a pension fund.

Periodicals.

Access to files of current periodicals in reading rooms. W. S. C. Rac. Lib. World. il. 13: 356-8. Je. '11.

Checking serial publication. W: R. Reinick: Lib. J. 36: 416-20. Ag. '11.

The author, who is chief of the department of public documents of the free library of Philadelphia, outlines the scheme which he has worked out in keeping a record of the serials in his department. Reproductions of the cards he uses accompany the article.

Making the most of magazines. A. W. N. Y. Libraries. 2: 276-7. Jl. '11.

"1. Spend at least one-fifth of your book money on periodicals and their binding. Some large libraries, including the reference department of the New York public, spend as much as one-half their money on this item. . . . 2. Except for temporary use in the reading room, select only periodicals which are regularly indexed in one of the general periodical indexes. . . . 3. In making your selection, consider not only the quality of the periodicals chosen, but their variety and interest for all classes in the community. See that as many departments of human interest as possible are represented in your list. . . . 4. Provide your library with at least the annual number of one of the general periodical indexes. If you are taking from 20 to 25 periodicals, subscribe for the Eclectic library catalog. If you are regularly receiving more than 30 periodicals, subscribe for the Readers' guide to periodical literature. 5. Buy your periodicals through one of the well established periodical agencies, thus saving both trouble and money. . . . 6. Circulate your unbound periodicals as if they were books. If you have a reading room which is open every day or evening, reserve the latest issue of each periodical exclusively for use in the reading room, allowing only the numbers which have been followed by a later issue to circulate. . . . 7. As soon as they arrive, place your periodicals in some kind of temporary binder. . . . 8. Have regularly bound each year all your periodicals which are included in your general index. . . . 9. The value of the bound periodicals is mainly for reference. For this use they are about the most valuable material in the library, and should therefore not be allowed generally to circulate. But do not make any hard and fast rule to this effect."

Pictures.

Lessons in library pictures for the children. L. H. Robertson, Greensboro, N. C., Daily Record. S. 4. '11; Same. Vacation visits to our public library, Greensboro, N. C., public lib.

Pictures tell their own story making their appeal thru "the eye, that most effective of all avenues to the inner consciousness."

Picture exhibitions. M. F. Carpenter. Wis. Lib. Bul. 7: 123-7. Jl. '11.

Notes on this article are given under the heading **Exhibits of libraries.**

Printed cards.

Best book cards, American association for international conciliation. Lib. J. 36: 420. Ag. '11; Same. Pub. Lib. 16: 334-5. O. '11.

Notes on this article are given under the heading **Best books.**

Prison libraries.

Report of committee on libraries in federal prisons, 1911. A. L. A. Bul. 5: 206-10. Jl. '11.

Public documents.

Report of the committee on public documents, 1911. A. L. A. Bul. 5: 90-1. Jl. '11.

The committee advises that the superintendent of documents be urged to publish a daily or weekly checklist of publications issued. Many libraries are handicapped in their reference work by the necessity of waiting for the monthly list.

U. S. government documents in small libraries. J. I. Wyer, jr. 3d. ed. D. 28p. 15c. '10. A. L. A. Pub. Board.

A third edition, revised and enlarged, of the pamphlet first published in 1904. A second edition slightly altered and enlarged was issued by the Wisconsin free library commission in 1905. "The present edition is entirely recast, the lists of recommended documents revised and the whole considerably expanded." The present pamphlet is not to be confused with the author's larger pamphlet, United States government documents, 1906.

Publicity for libraries. See **Library advertising.**

R

Reading.

See also **Fiction.**

Books and the efficient life. J. A. B. Scherer, A. L. A. Bul. 5: 179-85. Jl. '11.

Pleasures of reading. R. M. Wenley. Pub. Lib. 16: 321-3. O. '11.

"All reading divides itself into three classes: the reading of literature which is on one's level; the reading of literature which is below one's level; and reading of literature which is above one's level." Pleasure may be obtained from all kinds, but the pleasure which lasts is to be found only in the third class. The great mass of popular reading is of the first class. Newspapers meet readers on their own level. Reading of the second class deals with trifling or abnormal matters. It is not only evanescent but tends to pull one down. To the third class belongs all the great literature of the world. "Work which lasts is never the work of a single individual but is the work of an enormous social complexity speaking through the individual. It is above the ordinary level because the author is much more complex who interprets the great whole of which he is a part. What he gives comes from a universal whole and always remains." True pleasure can be obtained from that kind of literature alone. The literature that is above the ordinary person reveals to him what he may be and it is consequently this literature that is of lasting value to him. One should not read a book because he thinks it is the thing to read; each must choose for himself, but he should be sure that his choice lies within the third class.

Reference books.

See also Indexes.

Popular reference books—how to use them. E. Moir. bibliog. Ontario Lib. Assn. Proceedings. 1911: 69-81.

The writer lists the reference works which in her experience seem to be the most popular, using "popular" in the sense of "most used." Dictionaries, encyclopedias, directories, gazetteers, and year books are included. In using reference works the item of most importance is the index. A work without an index is valueless unless the table of contents in some measure supplies the want. It will be a surprise to the librarian to find how few people know how to use an index, and when they have learned that it is arranged alphabetically some of them will disclose the fact that they have forgotten the alphabet. The reference librarian should go thru her year books finding out what each contains, noting their differences, and learning what each is especially valuable for. Sometimes after a long and wearying search thru many books the information wanted may be found in the encyclopedia nearest to hand.

Reference work.

Reference libraries and reference work. F. M. Staton. Ontario Lib. Assn. Proceedings. 1911: 64-9.

The author defines a reference library as "a collection of standard works of information on all subjects, always at home to callers, and available for use on application at the shortest possible notice. It should represent every department of knowledge, both in a general and specific way. Books not designed to be read thru, but to be consulted for information which one portion of the volume may contain independently of the other parts, and books which may or may not be read thru at the will or discretion of the readers. . . . It is a place where students and all seekers after knowledge find a common meeting-ground, a place that is brought in touch with all classes of society, with schools, colleges and universities; with workshops and factories; with clubs and with churches and Sunday schools; in fact with all sorts and conditions of people, irrespective of colour, race, age, or sex, who come to this great university of the people for guidance in research in any and every subject, no matter how trivial or how important. It is a place that has become in the highest and truest sense of the word a helper to knowledge and a decided factor in education." But to own a collection of reference books is not sufficient. Toronto had a reference library long before anything that could be termed "reference work" was carried on by the library. "By reference work in the abstract is meant that department of library work which deals with the systematic assistance given to readers in their use of the contents of the library, to guide the enquirer as to the best means, and the shortest way, in the least possible time to the material for the subject on which he desires information. It is to supply material available on every subject and topic, no matter how prosaic, or otherwise; to be deft and quick in meeting the needs of the people, be they expressed ever so feebly or realized ever so imperfectly; to teach readers how to find articles and other material on the subject upon which they are at work. It exemplifies the truth of the saying, "An education consists not so much in getting knowledge, as to know how and where to get it when the need arises."

Shy enquirer. J. D. Brown. Lib. World. 13: 365-8. Jc. '11.

Some phases of reference work. J. B. Kaiser. Lib. J. 36: 454-6. S. '11.

If the library cannot answer the questions asked at the reference desk, then call up by

telephone citizens who can. "In the city hall, newspaper offices, banks, business houses, state departments and university are men whose time is devoted to special study of special subjects." It is of great value to check bibliographies by your own resources. Remember there are bibliographies at the ends of encyclopedia articles, that the Warner library gives synopses of noted books, that the Decimal classification is a good reference book and so is the World's almanac.

S

Salaries.

Salaries and the status of women assistants. M. Reed. Librarian. 2: 32-3. Ag. '11.

The writer feels that women in English libraries work at a great disadvantage. They are kept in minor positions, work long hours and receive small pay. They are encouraged to study for the library examinations but are given no assurance that such study will result in professional or financial advancement. "If women librarians and assistants do as much work as men, and do it as well, then they should get as much salary; if they do not work as well, then they should not be employed as they are."

Salaries of librarians and their assistants. E. A. Savage. Lib. World. 14: 33-6. Ag. '11.

The library associations of Great Britain are urged to combine in drawing up a scale of reasonable salaries for properly qualified service in libraries. Objections to such a scheme are based on "(1) The difficulty of drawing up a scale satisfying all conditions and all men, (2) the doubtful utility of the scale when library authorities, in many cases, have not enough money to pay standard salaries, and (3) the unwillingness of members to adopt the principles and tactics of trade unionism." In answer to the first, the lazy man's objection, it is urged that with a little effort a schedule could be devised which would prove a working basis. Further experience would suggest changes. The second objection is met with the statement that even towns which have no limit on their library rate conform to the market price and pay salaries that are no higher than in towns with limited library income. The scale would have no educational value. As to the third objection, the writer insists that librarians in uniting to uplift the standards of their profession have already adopted trade union principles. A protective attitude is necessary. Even the well paid and contented librarian cannot be unconcerned. The low salaries paid to others lower his profession in the eyes of the world. The natural inference drawn by the public is that the pay being so little, the service rendered is correspondingly small." The education committee of the association, in giving young librarians an opportunity to become better trained, acted in the sincere belief that salaries would improve as service became more valuable. Experience has not justified this belief. The attitude toward young men about to enter the library profession should be honest. They should know that other professions are as easily entered, that the rewards are higher and that as much leisure is afforded for reading and the enjoyment of books.

Women's work in libraries. M. Reed. Librarian. 2: 76-7. S. '11.

Notes on this article are given under the heading Library training.

School libraries.

Care of school libraries and some helps which are available. F. K. Walter. N. Y. Libraries. 2: 256-60. Jl. '11.

The public library is an elective institution. Each borrower makes his own choice. The school library on the contrary has as its primary function the training of the pupils. Reading from the school library should be systematically directed. "One of the principal reasons why the school library has often failed to do as much for both teacher and pupil as it should have done is the failure on the part of teachers to realize that its use needs as much intelligent direction as any other part of the school equipment and that a badly chosen collection of books piled helter-skelter on the shelves, taken at random by the pupils and read without any oversight on the part of the teacher, is not likely to produce desired results much quicker than would a collection of apparatus intended to illustrate physics or chemistry but used only as playthings for the pupils at the noon hour or recess." Organization is needed in every line of work however simple it may be. "Many teachers as well as many librarians in charge of small libraries make the mistake of thinking that organization means elaborate organization and that a collection of a few hundred volumes requires all the devices and methods in use in a library of tens of thousands of volumes. This is absurd as would be the attempt to introduce into a country school the schedule and administrative routine of a large city high school or to instal in a corner grocery the system of bookkeeping used in a metropolitan department store. There is nothing occult or intricate about library technic. It is, in its best forms, only the application of common sense to the special problems involved in the purchase and use of books intended for other than private use. In selecting books there are many easily available selected lists. These can usually be obtained thru the superintendent of public instruction. After the books are obtained the necessary records will be found to be: the accession book; the charging system; the shelf list; the catalog. The accession book is the official inventory. In it are recorded author, title, publisher, binding, cost, class number, number of volumes and date of purchase. For a temporary record the charging system serves. Its purpose is to tell what books are out of the library; who has them; and when he got them. Cards which can be taken from the books and filed alphabetically as the books are withdrawn are most satisfactory. In a small school library an arrangement on shelves by author may be all that will be necessary. But as the collection reaches the hundreds, a simple classification by subjects is to be advised. Shelf list cards should then be prepared. The catalog is the last item in importance in a small library. Simplicity and accuracy should be the aims in preparing the catalog for a school library. Particular attention should be given to the care of books in the school library. Pupils should be taught to exercise care and consideration toward books as books and as property not their own.

Books on library, methods, book selection, cataloging, binding, etc. which will be of value to the teacher are named in the article.

Rural school library. J. M. Broughton, jr. N. C. Lib. Bul. 1: 78-80. Je. '11.

A small high school library, which had been of but little use, was made over thru the efforts of a live principal. The purchase of a new book case, the addition of a few attractive books and some enthusiastic encouragement on the part of the teacher, succeeded in interesting the pupils in the books. The interest spread; local pride was awakened and ways were devised for raising money to buy new books. A reading room was opened, and books were loaned to the people of the neighborhood. Books were given out on Sunday as the Sunday school

met in the school house, and arrangements were made to keep both library and reading room open thru the summer.

Serials. See **Periodicals.**

Small libraries.

Architecture of the small library. E. L. Tilton. Pub. Lib. 16: 341-3. O. '11.

Expensive books and the small library. N. Y. Libraries 2: 251-2. Jl. '11.

Notes on this article are given under the heading Book selection.

Social centers, Libraries as. See **Libraries as social centers.**

Special libraries.

Advisability of establishing county libraries. A. C. Piper. Lib. World. 14: 65-7. S. '11.

Notes on this article are given under the heading Local collections.

Library and the specialist. Nature. 87: 222. Ag. 17, '11.

An article which calls attention to the fact that there is in neither Scotland nor England any "self sufficient reference library for mathematicians." . . . "This is a state of affairs that is little to our credit. Surely the time has come to remove these impediments in the way of the working specialist." Until we possess a 'self-sufficient' mathematical reference library it ought to be possible to do something to the point by proper cooperation between our libraries, general or otherwise. To diminish duplicates by exchange or gift, to complete imperfect sets of serials, to keep on hand an up-to-date list of serials in which they are deficient, with a list of the libraries where they may be found—this is the least that each library ought to do, and if the matter were properly organized it might be done in a few months, so far as mathematics is concerned. The longer it is delayed, the more difficult will it become to place within reach of the working specialist the mere tools of his trade."

Technical literature abstracts and information work in the library of the United gas improvement company. J. N. Morton. Engineering Rec. 64: 398. S. 30. '11; Excerpts. Special Lib. 2: 68-9. S. '11.

"Forty periodicals taken by the company are read over, and all articles of interest or value abstracted, the abstracts being mimeographed and sent to those entitled to receive them. Paper cut to five by eight inches is used, which gives a sheet of convenient size and one that fits the standard card file. Each abstract contains the gist of the article in question, and is prepared with the idea of making reference to the original paper unnecessary except under special conditions. In fact, one of the company's employees was in the library looking up information on a certain point, when he was handed the abstract of an article bearing on the subject with the remark that if he would wait a moment he could have the original paper. He declined the offer, saying that he could get more out of the abstracts than he could from the original because the former contained the gist of the articles without a mass of confusing details. These abstracts are arranged and classified for filing just as references would be in a card index, except that instead of a simple reference, the article itself is at hand, in brief. In this way, classified subjects in the index file constitute a resume of all literature available on the subjects in

Special libraries —Continued.

question since starting the system. . . . The work of indexing books and periodicals came logically under the charge of the librarian. The charge of the index files soon made a sort of Bureau of Information of the library and questions began to come in, mostly technical, but rapidly becoming general. To answer some of these required a good general knowledge of applied science. For instance, a report was desired on the manufacture from atmospheric nitrogen of nitrates such as is used for fertilizing. The preparation required a report upon the Eyde and Birkefeld process of fixation of nitrogen such as would have been difficult to say the least, for anyone without a knowledge of electro-chemistry."

State libraries.

Co-ordination in library work in California. J. L. Gillis. A. L. A. Bul. 5: 72-5. Jl. '11.

"The California state library is a library for the entire state, and its first great advantage is that it is made up of all those departments usually operated by commissions, historical societies, law libraries, and so forth. These different activities are united under one management, with one head, and thus the first great step in co-ordination is taken, since each department operates as part of a whole, dovetailing into each other part, but with no overlapping of parts, nor chinks and spaces between. The California state library thus comprises the following departments: Books for the blind, Californiana, Catalog, Documents, Law, Legislative reference, Reference, and Travelling libraries; and all are equally in the service of the entire state. The state library is moreover entirely independent of any other organization, being a complete unit in the state government, able to initiate and promulgate whatever is for the best library interest." The state library is, further, free from legislative restrictions. All that remained then before the library could do efficient work was the finding of a means of getting to the people whom it wished to serve. This medium is furnished by the county library system. "With the counties taking care of the ordinary demands of their readers in this thoroughgoing manner, the state library is left to its legitimate business of further building up its permanent collections of material which have a permanent value, and which will mean something more to the people of the state than a collection of traveling libraries possibly can. At present, where county free libraries are just beginning, the state library is helping them with such material as they cannot afford to purchase. When they are once in running order, however, they will own all the material which can be worn out in their own county, and the state library will supplement them with all material which they are not justified in purchasing either because of cost, scarcity of request, or infrequent periodic recurrence of use." A collection of music and a library for the blind are being built up by the state. "Where the county free library system is in operation all expenses within the county are paid from the county fund, and all carriage to and from the state library is paid from the state library fund."

State library. D. C. Brown. Lib. J. 36: 447-51. S. '11; Same cond. A. L. A. Bul. 5: 215-6. Jl. '11.

The writer's idea of the scope of the state library is broad. "It is in brief, that everything in the way of research in science, history, literature, politics, art, pedagogy, medicine, etc., should be provided in the state library as rapidly as funds will permit; that the state librarian should have a broad conception in scholarship of what these departments should be, and the ability and courage to secure a staff trained to do the work in

a scientific way." The view that the state library should be developed along the lines of political science is too narrow. The state has wider interests and the state library should meet them. One of the first concerns of the state library will be with the history of the state. In many states the collection of historical material is carried on by an independent society. While such organizations may do excellent work, there are reasons why the historical society of the state should be under state control. Such a center would encourage the deposit and donation of newspapers, manuscripts, etc., by private individuals; it would inspire a feeling of security; it would make the state a great instructor in its own history and would make the study of state history more universal; the state historical collections would be more readily accessible. It follows that the state archives, too, should be under the control of some centralized state body. An investigation in the state of Indiana revealed the fact that "a large part of the earlier public records of the state, if in existence at all, are inaccessible, even to one giving his time and effort to the task of making a report concerning them. Many of them are stored away like junk in dark, damp and dust-covered rooms in the basement. Present state officials know nothing about them, and no one has ever been given any authority by law to make the proper examination." In the state library there is always danger of interference thru political influence. The merit system is almost a necessity. "Where a library is connected with public service and politics touches it even remotely the merit system is the safest way to insure permanency." The state library should serve the state thru co-operation with educational institutions. It should be open to university students for research work, and should extend its privileges to secondary schools. In Indiana the head of the legislative reference department of the state library has been made a lecturer on comparative legislation in the state university. A state museum built up along with the state library offers possibilities for development in a new line.

Statistics.

See also Circulation of books.

Story telling.

Story telling traveling libraries. Ia. Lib. Q. 6: 156. Ap. '11.

The Iowa library commission has added a story telling library to its traveling library collection. The collection consists of the best books for story tellers and is accompanied by a program for a series of story hours.

T**Tax for libraries.**

Basis of support of organizations for public library work. F. F. Hopper. Pub. Lib. 16: 238-44. Je. '11; Same. A. L. A. Bul. 5: 148-54. Jl. '11; Same cond. Lib. J. 36: 406-10. Ag. '11.

Procedure in obtaining extension of rating power for public library purposes. S. A. Pitt. Lib. World. 13: 368-9. Je. '11.

Technical literature.

Published general indexes of technical literature; bibliography. Special Lib. 2: 70-1. S. '11.

Technical literature—Continued.

Relation of the public library to technical education. S: H. Ranck. Ontario Lib. Assn. Proceedings. 1911: 83-91; Same. Lib. J. 36: 279-85. Jc. '11.

Technical literature abstracts and information bureau work in the library United gas improvement company. J. N. Morton. Special Lib. 2: 68-9. S. '11; Excerpts. Engineering Rec. 64: 398. S. 30, '11.

Notes on this article are given under the heading Special libraries.

Township extension.

Rural extension under the township law. E. I. True. Ia. Lib. Q. 6: 152-5. Ap. '11.

The library situation in city and in country is not so strikingly different as one might suppose. The city library thru its branches reaches a great number of people. The country library must seek to do the same thing altho its field consists of a sparsely settled territory rather than a congested one. The difference in the two situations is that the territory of the city library comes under one municipal tax, and its resources are consequently more adequate. The township extension law of Iowa seeks to bridge over this difference by allowing any township of a county to vote a tax toward the support of the nearest library. Thru the cooperation of the township, then, the librarian of the county seat or other large town is able to proceed to establish her branches much as the city librarian does. Villages, country stores, school houses, churches, are used as deposit stations. The plan first tried was that of sending out a collection of several hundred books, which at the end of a given time would be exchanged. A plan later adopted proved more satisfactory. A permanent collection is established to which every month or so new books are added; an equal number which may have served their time or which may be needed at the main library, being taken from the collection. When local pride is aroused permanent reference books are often provided. A suggestion has been made in regard to the law which should be acted upon. To avoid uncertainty the law should be so amended that the tax would be carried over from year to year unless there should be a request to discontinue it.

Story of library extension in Elwood and Pipe Creek township. M. N. Baker. Lib. Occurrent. 2: 224-5. S. '11.

The first branch was established in a small town of a few hundred inhabitants where the storekeeper agreed to act as librarian. About two hundred books make up the collection, and about fifty of these are changed each month. The number of borrowers is over three hundred, almost half the town, and the circulation is about five hundred a month. Later, work was taken up with the country schools. Fourteen libraries of from twenty-five to thirty volumes were made up. Visits were made to the schools and letters sent to the families of the neighborhood when these libraries were placed in the school buildings. Posters were also put up announcing that the central library was free to all the township. From time to time the books were changed from one school to another. "The first time the books were placed in the schools they remained thirty-two days and the circulation was 693. The second time they remained forty days and the circulation was 1,666, and the third time twenty-six days with a circulation of 968. Notice that this was only a little over half as long as the previous time and the circulation only about a hundred less. There were four hundred children who saw these books, handled them and read them,

and besides these children there were many older people who borrowed the books. What of the other results? Here are some of them. The children soon made a place for reading in their lives and were always glad to see me coming with more books; families which never cared for books, in fact were unwilling to receive them at first, afterwards were eager to read anything the teacher would send; many rural residents have become frequent visitors and borrowers of the Elwood library; the Practical farmers club asked for a list of all the books we had on agriculture and household economics; the teachers learned to come to us for outside work for their schools and for their institute work. In short the people of the township are beginning to feel that they have one more city advantage and are making use of the city library."

Township library extension at Alexandria. N. W. Jayne. Lib. Occurrent. 2: 221-4. S. '11.

Work began with the schools. The first collections of books were placed in school houses and one of the older pupils was chosen as librarian. Pupils so chosen came to the library for instruction and to learn the essentials of the charging system. "Last spring at the close of the school year, we decided to place the books in homes, and thus maintain the deposit station in the neighborhood wherever possible during the summer. In two cases we were able to do this immediately after the close of school. In one of these homes a girl of twelve was chosen to act as librarian and came to the library for instruction. She proved one of the most apt apprentices I have ever had and is most efficient in the work. This home is well located, and the family is well liked. These points are important because it is only under such conditions that the neighboring families will have anything to do with the books." The books have been transported to the various stations in cases made by the janitor out of goods boxes. Usually some one driving in from the neighborhood calls for the cases and returns them. The requirements from rural borrowers are slight. A regular library card is used and the signature of one parent is obtained. "A list of the books is sent out with each case, to serve as a check list for the person in charge. For our own record, we make a duplicate book card, which is kept on file." Every effort is made to make the stations permanent after they are once established. "Magazines as well as books are sent out. For this we use duplicates secured by a 'want ad.' in our library notes. No very strict account of these is taken, though the remains are sometimes returned to us. A copy of Country life in America, after a sojourn in a country school, came back to us in shreds and tatters. The teacher looked troubled, but said it had been read by every family in the neighborhood."

Traveling libraries.

See also Township extension.

Trustees.

See also Commission plan of government and libraries.

Absence of library trustees from board meetings. Ia. Lib. Q. 6: 149-50. Ap. '11.

When one accepts an appointment as trustee on the board of a public library he should realize that certain responsibilities go with the honor. "Nevertheless there are those who accept this position tendered them by the mayor with little feeling of responsibility and apparently little interest in the institution which is under the control of the board of library trustees. It is obvious that unless there are regular meetings of this board to consider the welfare of the institution, it cannot be properly administered, but there are a number of cities in the state where there has been great diffi-

Trustees—Continued.

culty in having a majority of the members present at the meetings of the library board where the business should be transacted." If the board is to keep in close touch with the library and its needs, monthly meetings should be held; in some cases, however, quarterly meetings seem to suffice; but whatever the time of meeting may be, it is not too much to expect the trustee to look upon it as a definite engagement. Iowa now has an amended library law which provides that absence from six consecutive meetings of the board, except in certain excusable cases, shall create a vacancy. If, after appointment, the trustee finds that he cannot give time and thought to the interests of the library, he should send in his resignation.

By-laws suggested for public library boards. Lib. Occurrent. 2: 211-3. Jc. '11.

W**Workingmen and the library.**

See also Technical literature.

Interesting the workingman. F. D. Light. N. Y. Libraries. 2: 260-1. J1. '11.

The writer feels that the usual library method of making an appeal to working men as a class rather than as individuals will result in little good. In the first place men resent anything that looks like patronage and in the second, their work is so specialized, often being confined to a single operation, that it is impossible to interest them in the whole subject. There are exceptions, but the majority will not care to go further than the general technical periodicals. "It is probably true that a man engaged day in and day out in turning propeller shafts of flying machines may be sufficiently interested in aviation to read that particular line by reason of its novelty, but the man who turns sewing machine shafts six days a week for sixteen years and whose employment is confined to this, will hardly be interested in the general subject of mechanics." Libraries with limited means will do well to confine themselves to a small number of elementary works on mechanics and to the more popular trade and industrial journals. What workingmen most want and need is "more of life and less of work, more living and less getting a living. Books giving them a wider knowledge of everyday life, of other people's problems and experiences, will do more to stimulate a reading habit and enlist them as patrons of our libraries, than will the most pretentious row of mechanical and scientific works, parading as 'Books for the Workingman.' Put into their hands well-written stories of adventure, history, biography, travel and some fiction; induce them to read Stevenson and Gilbert Parker, the stirring tales of the northwest, lives of the great captains not only of war but of industry; let them read now and then novels of nonsense, books that interest and amuse, and it will not be long until the

library has become a powerful factor in the way of uplift to the too often dull and sordid lives of the men who toil."

Library as an aid to technical education.

G. A. Howell. Ontario Lib. Assn. Proceedings. 1911: 92-5; Same. Lib. J. 36: 451-4. S. '11; Excerpt. Pub. Lib. 16: 303-4. J1. '11.

Until recent years the apprentice system has sufficed to train workmen for their trades. Now that the apprentice system is falling into decay some substitute must be found. Many of the provinces of Canada are already establishing technical schools, but, in the meantime, there is work which the library can do. Not only must books be provided, but those for whom they are intended must be encouraged and trained to use them. It is suggested that a room be provided where those interested could meet in the evening for reading, discussion, or informal talks. Where the apprentice system exists, special effort should be made to reach the boys. The employer might be induced to give them time off for reading and study along the line of their trade.

Relation of the public library to technical education, from the view point of organized labour. F. A. Bancroft. Ontario Lib. Assn. Proceedings. 1911: 96-9.

The development of machinery and the advance in the organization of industry, together with the abolishment of the apprentice system, make a special provision for the training of workmen necessary. This need is met by the technical school in cooperation with the manufacturer and with the public library. When schools do not give the necessary education, the wage earners must try to supplement their knowledge later, and evening classes are provided wherein boys and girls who have worked all day may study at night. The evident injustice of this has led to the demand for technical training in school. The library must cooperate with the school. "The library is an institution for the purpose of giving publicly an opportunity which in a private capacity can be enjoyed by only a few thoroly. A technical school or technical education is an opportunity given to the workers to acquire that which others more fortunately placed in society may gain in a private capacity. Such a similarity of service to the public, mainly to the working class, can but mean that one must be the help-mate of the other, and from that standpoint the library can be made second in importance only to the school itself." We speak of education today as tho its purpose were only to train men for business life; to make them better mechanics, forgetting its deeper purpose which is training for citizenship, the deepening of moral obligations to the community, and the developing of independence of thought. The library must keep abreast of the changes in society and put at the disposal of the worker the best works obtainable on the social and economic problems which are of interest to men of all classes.

Writing. See Handwriting, Library.













